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PRINCIPIA LATINA;

AN

INTRODUCTION

TO THE

LATIN LANGUAGE.

BY

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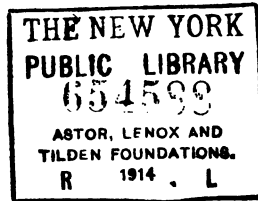
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PREFACE.

THIS book is the result of a conviction that if the Latin language is to be well learned in the time usually devoted to its study in this country, it is necessary that the whole subject should be simplified, and that if possible the number of *separate* facts which have to be remembered should be diminished. It is not denied that many of the grammars and introductory exercise books in general use contain sufficiently full and correct statements of these separate facts, but it is believed that in none of them are the facts classified in the most scientific way, and that in none is the most judicious method adopted of presenting them to the youthful mind. It seems to be considered that boys have plenty of time to learn, first the Latin equivalent for an English word for one thing, its mode of declension or conjugation for another, its gender for a third, and the quantity of its vowels for a fourth, and that it is unnecessary to try to present the facts in such a way as that in recollecting one they shall recollect all. It seems again not to have occurred to the framers of the books in use that the lengthy statement of rules of syntax not only renders the acquisition of them by young people a work of enormous labor, and of nearly infinite time, but that the same lengthy statement almost certainly precludes the efficient use of them when acquired. For what teacher, even the most indefatigable, can call upon his pupils to give the rules for the various constructions of nouns and verbs which occur in a lesson, when the mere enunciation of them in the most rapid and unthinking way involves as great an expenditure of time as can be devoted to *mnemonic* recitation? The consequence of this want of condensation is believed to be, in most cases, that practically the only analysis to which a lesson is subjected is that which is commonly called "parsing;" i. e., no more is in general attempted than to ascertain whether the pupils know in what case, tense, or mood any noun or verb appears. This, though of course an absolutely essential element in the true grammatical analysis, can only be regarded as subsidiary to that higher insight which understands the logical, nay, the almost mathematical necessity of the employment of one form rather than another. But in order to attain this insight, pupils must have their attention continually called afresh to the illustrations of various

constructions as they occur in their lessons; and to effect this, it is necessary that they should be furnished with simple, definite, and condensed phraseology, which can be applied without needless loss of time, as often as it is required, *i. e.*, as often as constructions to which it is applicable occur in a lesson.

The aim of this book is then twofold: first, to present the facts of declension and conjugation in their most distinct and scientific aspect; second, to systematize and condense the rules of syntax applicable to simple and compound sentences, and to offer such a concise nomenclature, as may without any more expenditure of time than is usually devoted to "parsing," admit of the rules being called for and given until they are indelibly impressed on the understanding.

In this preface will be given—

- (1.) A statement of the principle upon which this book is constructed.
- (2.) A brief defence of this principle upon philological grounds.
- (3.) A statement of the advantages of teaching Latin in this way.
- (4.) Answers to objections which may be made to the adoption of this principle in practice.
- (5.) A statement of other points in which this book differs from most introductory Latin books which have preceded it.
- (6.) Remarks upon the way in which the writer hopes the book may be used.

§ 1. OF THE PRINCIPLE UPON WHICH THIS BOOK IS CONSTRUCTED.

In this book all inflected words, whether substantives, adjectives, pronouns, or verbs, are presented in that shape in which they may be supposed to have existed before any suffixes were appended to them, to mark distinctions of *case, tense, person, &c.* This primary form, which is called *the stem* in this book, has been named in some German and English books *the crude form*; that is, the form in which the word exists before it is fitted to take its place in the spoken or written language; it is unfit for use, because it is destitute of all means of showing in what relation it stands to other words with which it is connected in a sentence. Instead, then, of presenting to pupils the nominative case singular as the simplest and primary form of a noun, or the first person singular of the present tense of the indicative mood as the simplest form of a verb, in this book the *stems* of both are given as the forms which must be carried in the mind as the simple representatives of the corresponding English words. For example, instead of teaching pupils to call to mind *vultus* as the simple equivalent of the English noun "face," or *rego* as the simple equivalent of the English verb "rule," this book tells them to regard the stems *vultu-* and *reg-* as the simple equivalents of the English words; and to look upon the formed words, *vultus, rego*, as comprehending, beside the simple meaning, particular indications of the place in a sentence which each of them is fitted to fill.

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§ 2. OF THE PHILOLOGICAL TRUTH OF THE PRINCIPLE.

This subject can of course be but briefly touched upon in this book, which aims only at providing elementary instruction in Latin for young pupils. It must suffice here to say, that it is admitted by all modern philologists that all inflected Latin or Greek words consist of a *base*, or *crude form*, or *stem*, and *suffixes* or *endings*. This fact was brought prominently to notice by the introduction into modern Europe of a knowledge of the Sanscrit language and grammar. Now in all Sanscrit grammars it is the practice to give first the naked or unformed word, and then the endings, which, when attached to it, in accordance with the complex laws of euphony which prevail in that language, fit it to fill a place in the spoken or written language. Professor Key of the London University was the first to propose (in 1830) to apply the same method to the classical languages; and he subsequently published a Latin grammar arranged upon this principle.

All inflected words then having stems or crude forms, of course these stems must end either in a consonant or in one of the five vowels. Of substantives we have in this way a complete set of classes answering to the five declensions of ordinary grammars:

Nouns with stems ending in *a* fall into the first declension.

"	"	"	<i>o</i>	"	"	second	"
"	"	"	<i>u</i>	"	"	fourth	"
"	"	"	<i>ē</i>	"	"	fifth	"
"	"	"	<i>i</i>	"	"	third	"
"	"	"	a consonant	"	"		"

So also for verbs we have the same natural distribution; there is not, however, any class of verbs with stems ending in *o*.

Verbs with stems ending in *a* fall into the first conjugation.

"	"	"	<i>e</i>	"	"	second	"
"	"	"	<i>i</i>	"	"	fourth	"
"	"	"	<i>u</i>	"	"	third	"
"	"	"	a consonant	"	"		"

It is thought that in nearly all these cases the presence of the characteristic letter of each declension and conjugation will be easily enough detected by even a cursory examination. Those who wish to see the grounds of these assumptions fully discussed may consult *C. L. Struve*, über die Lateinische Declination und Conjugation; or of more accessible books, *Donaldson*, Varronianus, chap. viii.; or *Anthon's* edition of Zumpt's Grammar, appendix V.; or *Key*, Latin Grammar, appendix I.

§ 3. OF THE ADVANTAGES OF TEACHING LATIN IN THIS WAY.

Teachers who may adopt this method of Latin instruction will find that it possesses among others the following advantages:

(1.) It insures certainty as to the declension or conjugation of each word which abides in the memory of the pupil.

(2.) In a large majority of instances it insures the same certainty in regard to the gender of substantives.

(3.) It brings prominently to notice the distinction between what is radical in an inflected word and what is a merely formative and temporary addition to it.

(4.) It affords much more clearly than the old method can do, an insight into the laws of derivation and composition; and particularly so in the case of those words which have passed into the modern languages.

(5.) It admits of a separate treatment of the cases of nouns, and the tenses and moods of verbs to a greater extent than is at least attempted in books constructed on other methods.

We will speak of each of these points separately.

(1.) The experience of all teachers must have shown them how liable boys are to error in the inflection of nouns and verbs. Unless, beside the nominative case of a noun, the pupil has in his mind the genitive also, there is no security that he will not inflect a noun of the second declension, for example, like the fourth. And even if he recollect the genitive case, he may yet in some cases, consistently with the rules of his grammar, go wrong. For instance, a boy is taught by Andrews and Stoddart that the words which make their genitive singular in *ei* are of the fifth declension. He may naturally, therefore, when he sees the words *alvei*, *cunei*, *Dei*, *pilei*, &c., inflect them like *rei*, *fidei*. It is clear, that if upon the method adopted in this book, a boy, by remembering *one* word, can be more certain of declining a noun rightly than he can upon the old method by remembering *two*, the new system must be adjudged the palm of superiority, if economy of time and labor be of any moment. As Professor Key says, "The words *puer*, *linter*, *pater*, are only deceitful guides to the declension until we know some other case or cases, whereas the crude forms *puero*-, *lintri*-, *patr*-, at once give a direction which cannot be mistaken. A treacherous similarity exists between *equus*, *virtus*, and *senatus*, between *servos* and *arbos*, between *dies* and *paries*; but there is no chance of the pupil referring to the same declensions *equo*-, *virtut*-, and *senatu*-, or *servo*- and *arbos*-, or *die*- and *pariet*."

(2.) It will be found that if nouns be fixed in the memory in their *stem*-form, they admit of being grouped into classes as to gender, of a much wider extent than if their nominative cases only be remembered. If the teacher will look at the simple general rules for gender given in

the introduction, and will then cast his eye over the vocabulary to this book, in which only those nouns have their gender marked which cannot be determined by these general rules, he will see how great an abridgment of labor in this matter is effected by adopting the method of this book.

(3.) All teachers will admit, that the one thing needful for pupils who study the Latin or Greek languages is, that they should arrive at a certain and intuitive knowledge that a noun or verb in one form has an absolutely different use and different properties from the same word in another form. Surely, then, that method, which presents in the most distinct way the formative and the radical parts of words, must be entitled to the preference of all who really desire to accomplish perfectly what they profess to teach.

(4.) The general doctrine of derivation is much more clearly exhibited upon the method of this book than on that of those which proceed upon the old system. To quote again Professor Key—"From the substantives *civi*, *fide*, *tribu*, we more readily proceed to the adjectives, *civilis*, *fidelis*, *tribalis*, than we can from the nominatives, *civis*, *fides*, *tribus*. Again, the diminutives, *navicula*, *virguncula*, *diatrula*, *sacula*, *rationacula*, are with little difficulty referred to the crude forms, *navi*, *virgon*, *dis*, *su*, *ration*." "Our English adjectives, *real*, *regal*, *gradual*, *manual*, *vertical*, *national*, are less easily referred to the nominative *rex*, *rex*, *gradus*, *manus*, *vertex*, *natio*, than to the crude forms which present themselves at once to the eye. The same, or nearly the same, is true of the words *lapidary*, *aviary*, *sanguinary*, *salutary*, *stationary*."

(5.) It is an incidental but very great advantage of the method adopted in this book, that it is necessary to treat of the cases and tenses separately. All the best books constructed upon the old system give a declension, and then short sentences in which the various cases are introduced, in order that by having to use them the pupils may be made to remember the forms. In this way they may get a vague, general notion of the meaning of a case; such, for instance, as that if an English noun is preceded by "of" it must be in the genitive case, if by "to" it must be in the dative case. But in this book the forms of the nominative and accusative cases, which stand in the simplest relation to each other and the verb, are alone at first introduced; and the number of exercises upon these is so great that pupils cannot fail, while learning the forms, to acquire an indelible impression that each of these is fitted for a certain peculiar office in a sentence. And so, when these are fully understood, sentences come which are rendered more complex by the use of the genitive case and no other; and thus the pupils, fully understanding the use of the nominative and accusative, are able to direct all their thoughts to the meaning and use of the strange case. The same thing holds with regard to the other cases, the tenses of

the verb, and its moods. But enough has been said to call the attention of teachers to this matter.

§ 4. ANSWERS TO OBJECTIONS WHICH MAY BE MADE TO THE ADOPTION OF THIS METHOD.

These possible objections resolve themselves into two, one having reference to teachers, and the other to pupils.

It may be said, that before teachers can make use of this book they must learn their Latin over again. This, however, is only a first-sight and superficial view. Any one who takes the least pains to understand the principles set forth in the second section of this preface, must see that the ordinary division into declensions and conjugations is not ignored or overthrown in this book, but that the system adopted here and that of the grammars exactly coincide as regards the particular words which either would class together. The only difference is, that in this book the division is based upon a clear and positive principle, in the grammars it is merely arbitrary and empirical. It is certain, that any one who is competently acquainted with Latin, acquired upon the old system, if he will take the pains to write half-a-dozen exercises, taken at random at different parts of the work, looking out all the words in the vocabulary, will be perfectly able to use it, as far as any peculiarity of its method is concerned.

Then, as to pupils, it may be said: "How, if they are taught Latin upon this system, will they be able to hold their own in college classes, the larger part of which, to say the least, have been trained to parse words upon an entirely different method?" In answer to this it may be said, that the objection has been refuted by abundant experience. Boys who are taught as this book recommends that they should be, are taught to be equally familiar with words in their *crude-form* shape, and in the form in which they are ordinarily presented. So that, in the writer's experience, no boy has ever had the least difficulty in using an ordinary dictionary when it has been placed in his hands. It is believed that if the directions as to the use of this book, given in this preface and in the subsequent parts of it, are adhered to, not only will no difficulty be found in getting boys to analyze words in the ordinary method, but that those who are trained in this way will be actually more ready at that work than those who have been taught upon the received system.

§ 5. OF SOME OTHER POINTS WHEREIN THIS BOOK DIFFERS FROM MOST OF ITS PREDECESSORS.

(1.) In this book the tenses of the verb have a double name given them, which mark not only the *time* they denote, but also the *character of the action*, whether *imperfect*, *perfect*, or *intended*. This change necessitates the introduction of no new names, but merely a re-distribution of the old ones; and it is sanctioned though not adopted by McClintock

and Crooks, by Andrews and Stoddard, and in effect by all the modern grammarians. It is strange that, while so many have admitted the truth, so few have seen that the adoption in practice of terms which express it would be necessarily a more compendious method of teaching it, than the systematic use of names which ignore it. No one who has not tried the more complete phraseology can justly estimate the degree to which the use of the tenses, particularly of those of the subjunctive mood, is made simple and easy to the understanding of young people.

(2.) The cases are arranged in the tables in a different order from that generally adopted. It is believed that a glance at the tables, as given in this book, will satisfy an unprejudiced mind of the great advantage of thus placing in juxtaposition cases of identical or similar forms. But for those to whom authority is every thing, it would seem to be enough to say that the order used in this book is that deliberately preferred and adopted by Professor Madsig of Copenhagen.

(3.) It has been attempted in this book to condense rules of syntax as far as possible into single words, and thus not only to lighten the labor of pupils, but to render it possible to bring more constantly into practice the knowledge of syntactical principles which has been acquired.

(4.) There have been hardly any new names introduced into this book. It is thought that the term *logical*, applied to a class of pronouns, and *nominal*, used to designate propositions when standing as the object or subject of a verb, will justify their admission by their convenience. The only word for which any apology seems necessary here is "subjunction," which has been adopted to denote those conjunctions which attach dependent sentences to independent ones. It is believed to be a very convenient and simple addition to the ordinary grammatical nomenclature; but if it be still regarded by any as an offence, it may be looked upon as only a syncopation for sub[ordinating con]junctions.

(5.) Another peculiarity of this book is, that in it the long vowels only have their quantity marked, the short quantity being assumed in all cases as the normal condition of a vowel, unless the long quantity is expressly asserted to belong to it. It is thought, that by the adoption of this method, the difference of the quantity of the vowels in a word is brought out more strikingly than if every syllable has some mark over it: and it is quite possible to insist on the pupils keeping the long vowels in their exercises always marked, and to correct these; while it would be nearly impossible to scrutinize sufficiently an exercise in which all the vowels were marked.

§ 5. ON THE METHOD OF USING THIS BOOK.

There will be found throughout this book constant suggestions to teachers as to the way in which it is thought best that particular points should be made clear to the understanding of pupils. But it may be well here to speak more generally about the method in which the writer hopes this book may be used.

(1.) It is not designed that any thing in this book should be learned by heart, except the tables, &c., which are specially mentioned as being given to be committed to memory. It is the practice of some teachers, when lists of words or vocabularies are given, to expect pupils to come to recitation prepared to repeat those lists as well as with the exercises written and learned. It is thought that such labor must be very distasteful to pupils, and it certainly is wholly useless. It is not injurious but rather profitable for young people, when they have to translate a given exercise, to have before their eyes a list of the principal new words contained in it. A boy has, suppose, to translate a Latin sentence. He finds himself ignorant of the meanings of two words in it; but he sees those words in the vocabulary prefixed to the lesson; and he learns their meaning while his faculties are in their most excited state, and are most likely to retain whatever they take hold of. It is, however, a good plan, *after the lesson has been read and analyzed*, for the teacher to call upon the class to give the Latin for the most important words that have occurred in it. The experience of the writer proves that boys can acquire the meanings of a number of words in this way with ease to themselves, and quite as rapidly as they could do, if a large part of their time and labor were expended in committing lists of words to memory.

(2.) The tables of the formation of the cases, which occur in the early part of the book, should in no case be learned by heart. It is thought that a mature mind will at once perceive their import. But young people may at first find a little difficulty in understanding the arrangement. The teacher should therefore go over each of these tabular statements with his pupils as they occur, and should see that they know how they are to be read. They are intended merely as a guide for the pupil in writing his exercises, until by this practice they become fastened in his memory.

(3.) As this book teaches the proper inflection of nouns and verbs by reference to the letter in which the stem ends, it is considered of the last importance that every means should be taken to see that pupils know the stems of the words in their reading exercises. In order to secure this it is recommended that the reading lesson should be used in the following way: After any one sentence has been translated by one pupil, the whole of the class should be called upon to indicate (by holding up the hand, or by remaining seated) whether they are pre-

pared to give the stem (and the gender of substantives) of each inflected word in the sentence. When it is thus ascertained who profess acquaintance with the subject (the pupils who decline to be called upon either standing up or not holding up their hands) the teacher can rapidly call upon one pupil after another to give the stem (and gender) of each word in the sentence successively. An illustration may perhaps make this clearer: Suppose the sentence to be the 4th of Exercise 2. After one boy has translated it, let the teacher say, "Now, who can read the stems and give the genders of the words in this sentence? Those boys who cannot will stand up." When the class is by this, or any other method, divided into two sections, the teacher may call upon any one of the volunteers, thus, "Smith." Smith is expected to answer, "Filio-, masculine." "Jones." Jones answers, "Cani-, common." "Brown." Brown answers, "quasi-." The same method should then be pursued in examining the class as to the construction of the words in that sentence before proceeding to the next. And as soon as the pupils have learned the declension of any one class of nouns, they should immediately after reading the stems be called upon to volunteer in the same way to decline each word in succession, or as many as their present acquirement enables them to go through; and then the teacher should select some boy *at random* to repeat the declension, and should see that all those who have professed their inability to do the same, have the page of their book open before them, on which that declension is found, that they may follow with the eye the declension which the other pupil is repeating. If a system of marks is in use, all the pupils who volunteer to do any thing which is required, may be allowed to score one, provided it prove that they were justified in their confidence. They may, in nearly all cases, be safely allowed to keep this record for themselves, and to tell at the end of the lesson how many questions they have answered or could have answered, it being understood that each boy who volunteers to answer and then fails, or would have failed if called upon, is to rub off one of his preceding marks. If the teacher himself, or one of his pupils for him, keeps a record of the total number of questions asked (counting each word declined, and each stem recited as a separate question), the marks of each pupil can of course easily be reduced to any required standard. The above method of questioning is recommended as the best with which the writer is acquainted for arresting and sustaining the attention of a large class. And for learning the declensions he has no doubt that it is a far better way to insist that the boys who do not know, should have the page with the declension open before their eyes, while the other boys are declining, than merely to tell them to come better prepared to the next lesson.

(4.) When any grammatical principle is explained, the teacher should make his pupils look at several of the succeeding English sentences in which it is involved, and then ask questions in regard to it in the same way, before expecting them to translate any sentences. For exam-

ple, at page 85, note 2d, there is a suggestion made to enable pupils to determine the case of the relative pronoun. Let the teacher first make one of his pupils read that passage aloud, and then go over some half-dozen of the next English sentences, and call upon several boys in succession to apply the rule in those cases. This will, it is believed, be found the best and a sufficient method in the case of all the other syntactical principles explained.

(5.) In correcting written exercises, the teacher may in the same way call for the exercise of some one boy at random, and having examined this, he should read aloud to the class the correct Latin, mentioning, as well as expressing by his voice,* the long vowels. And he should then require each boy who has any thing different from the words as correctly read, to rise in his place and remain standing till the teacher has had an opportunity of going round the class, calling upon each boy separately to state his error, and explaining to him individually the grounds of it. Or he may, perhaps better, call upon the class in general to volunteer to explain the mistakes. He should by all means always insist on his pupils marking all the long vowels in their exercises.

(6.) After the three stems of the verbs are understood, and the infinitive mood is introduced, it will be well for the pupils to be ready to give the parts of the verb in different ways on alternate days. Thus, on one day in reading aloud the stems, when they come to a verb, say *amāvī*, they should be made to give its parts thus, ama-, amāv-, amāto-;

* In order that the teacher should be able himself to mark by his voice the difference of the quantity of vowels, and to make his pupils do the same, it is believed to be absolutely essential that each vowel should always be made to have the same sound: and, as there can be no doubt that what is called the *continental* method of sounding them is more correct than that which prevails for the most part here, and nearly universally in England, it is here recommended that that method be, as well as may be, adopted.

That is,

a	should be sounded as a	in	lat.	ō	should be sounded as o	in	tona.
ā	"	"	a in ah.	u	"	"	u in full.
e	"	"	e in let.	ū	"	"	oo in fool.
ē	"	"	a in male.	au	"	"	ou in mouse.
i	"	"	i in it.	ae	"	"	ay in aye.
ī	"	"	ee in meet.	oe	"	"	ol in toil.
o	"	"	o in on.				

It is also recommended that the consonants *c* and *g* should always have their hard sound given them, and that *j* should always be pronounced as *y*.

An admirable little book, called "Roman Orthoepey," by Professor Richardson, of Rochester University, may, with great profit, be consulted on this subject. The professor is not, however, responsible for the choice of the English words used above to illustrate the Latin sounds, and he would not sanction all of them. But the above table is believed to present a series which admits of a practically observable difference being made between the long and short vowels: and one or two slight inaccuracies may be excused if this be the case.

and on the next they should parse the same verb, saying, *amo, amare, amavi, amatum*.

(7.) It will be observed that the Latin *reading exercises* cease at Lesson CIII. It is intended, that when pupils have reached that point they shall, except in cases of unusual proficiency, begin to read the *Outlines of Roman History*, which will be found immediately before the final vocabulary. There is constant reference therein made by numbers to the grammatical principles explained in the previous part of the book. This might have been done much more fully. Little more, however, is intended than to show how the writer wishes that little history to be used in connection with the rest of the book. The references will serve to keep fresh in mind the rules of syntax before explained, while, at the same time, they will fulfil the best uses of notes, by enabling pupils, while making out their lessons, to ascertain the construction, and often the meaning, of the phrases they meet with. As the Latin of that little history is in general very good and simple, it is believed that if a teacher has the courage to make his pupils learn the whole of it by heart, though he may thereby spend a little more time over it than others, he will have done more to give his class a correct and living sense of the genius of the language, and to facilitate their further progress, than if he made them commit to memory the whole of the syntax of Andrews and Stoddard's Grammar.

It is believed, that if these methods be adopted, the lessons given in this book will seldom be found too long for a single recitation by a class of moderate size. But if the teacher finds them so, he may best curtail the writing exercise, not that for reading; for this book is not intended to teach the art of Latin composition. If he have not time to go through all the reading sentences, he may make his class prepare the whole, and then take up as many sentences as he has time for in any order. It should, of course, always be understood, that the object of each lesson is to insure and to give evidence of a complete acquaintance, on the part of the pupils, with all the facts and principles theretofore spoken of. The judicious teacher will not allow himself to be under the tyranny of any book, but will shorten or lengthen the period during which a class is kept over one lesson, according to the proficiency of the average of the members of it.

The above suggestions as to the method of teaching in general, and the use of this book, are offered without any design of dictating to teachers whose experience may have provided them with means which they deem better. But the writer is conscious that at the commencement of his own career as a teacher he would have accepted with gratitude any such hints. He has a keen remembrance of labor honestly and earnestly spent, while little or no fruit was the result, because it

was not judiciously employed. He hopes, therefore, that those into whose hands this book may come, will accept these suggestions as they are offered; that is, not as being absolutely the best, but as being a great deal better than others which the writer has in former times acted upon.

It is hoped that the length of this preface will not prevent its being read. It seemed necessary, in putting forth a book which has so many points of difference from its predecessors, to speak at large upon these, and to anticipate some of the objections which may be made to it.

It only remains for the writer to express his obligations to previous laborers in the same field. He is particularly indebted to *Robson's* Constructive Latin Exercises; and he has had constantly in his hands the Latin Grammars of *Key*, *Kühner*, *Madvig*, *Zumpt*, and *Billroth*. He has besides to acknowledge much aid and many valuable suggestions from his friends and coadjutors, Mr. R. Holden, M. A., and Mr. W. M. Ferriss, M. A.

Since a large part of the present work was stereotyped, the writer observed an announcement in one of the London papers of a forthcoming Latin book by Dr. W. Smith, the editor of the Classical Dictionaries, &c., which is to bear the same name as the present work. As the name chosen for this book was selected because it was thought to be reasonably expressive of its character, it has not been deemed either necessary or expedient to change it.

TRINITY SCHOOL, NEW YORK, Dec. 3, 1859.

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INTRODUCTION.

It is intended in this introduction to give some simple statements on points of general grammar, a perfect acquaintance with which is taken for granted in this book. There are also included in it remarks on some of the peculiarities of the Latin language, which, as being of general application, it has been thought desirable to insert here, rather than to disperse them through the book. The statements which are here made are, it will be seen, very brief and they are not enforced by examples and illustrations: as it is thought that for many pupils who commence the study of Latin such elucidation of these simple principles would be needless; while, for the rest, the judicious teacher will find in the first half-dozen English exercises ample material for his use in illustrating what is here said. The study of the euphonic changes in Latin consonants and vowels may be deferred till the pupil has reached the sixth lesson.

1. A *sentence* is a thought expressed in words.
2. Words are of various kinds, or may be arranged in different classes, according to the parts they are fitted to play in a sentence. These classes are called "*parts of speech*." We shall only mention the three principal classes here.
3. A *noun* is a word which names something. This is called in the grammars "a noun substantive," but is in this book called "a noun," simply.

4. A *verb* is a word which asserts something; or which tells what things do or suffer.

5. An *adjective* is a word which describes something; or which tells the quality of things.

6. A *proposition* is a sentence which contains an assertion.

7. Every proposition consists of two parts, a *subject* and a *predicate*.

8. The *subject* is that about which the assertion is made.

9. The *predicate* is all that which is asserted.

10. An *active verb* is one which asserts that the subject does an action; as, "I run."

11. A *static verb* is one which asserts that the subject is in some state; as, "the boy sleeps."

12. With all active verbs the *subject* marks the *quarter from which* the action proceeds.

13. The *object* is that towards which an action is directed.

14. In English we know which noun is to be regarded as the *subject* of a sentence by its position *before the verb*; and which is to be regarded as the *object* by its position *after the verb*.

15. In Latin we know which noun is to be regarded as the *subject* and which as the *object* by particular *endings* attached to the nouns, which are thus fitted for taking each place.

16. A Latin word before it is fit to take a place in a sentence is called a *stem*; and if the word be a noun, it is called a *noun-stem*.

17. A noun or adjective when it is fitted to take its place in a sentence, is said to be in a *case*.

18. When a noun has had the ending attached to it which fits it to stand as the *subject*, it is said to be in the *nominative case*.

19. When a noun has had the ending attached to it which fits it to stand as the *object*, it is said to be in the *accusative case*.

20. The *nominative case*, then, with an active verb, marks *the quarter from which the action proceeds*.

21. The *accusative case*, with an active verb, marks *the quarter towards which the action proceeds*.

The following illustration may perhaps be useful in impressing these latter statements on the minds of the pupils.

The arrow denotes the action of the verb.
 Subject (nominative) —————> Object (accusative).

22. The stems of nouns and verbs end of course either in one of the five vowels, *a, e, i, o, u*, or in a *consonant*; and stems are called in this book *a-stems, e-stems, i-stems, o-stems, u-stems*, or *consonant-stems*, according to the letter in which they end.

23. Verbs are said to be in either the *first*, the *second*, or the *third person*.

24. If the subject of the verb is the *person speaking*,—i. e., if the subject asserts something about himself—the verb is said to be in the *first person*; and in English is marked by the word *I* or *we* before it.

25. If the subject of the verb is the *person spoken to*, the verb is said to be in the *second person*; and in English is marked by the word *thou*, or *you*, or *ye*, before it.

26. If the subject of the verb is *not* either the person speaking or the person spoken to, the verb is said to be in the *third person*; and in English is marked by the word *he*, or *she*, or *it*, or *they*, or *any noun* before it.

27. Verbs are said to be either in the singular or the plural *number*.

28. If the subject is *only one person or thing*, the verb is said to be in the *singular number*.

29. If the subject is *more than one person or thing*, the verb is said to be in the *plural number*.

30. *Tenses* are those forms which verbs take in order to mark the different times, in reference to which assertions are made.

31. If the assertion is made in reference to *present time* (as *to-day*), the verb is said to be in a *present tense*.

32. If the assertion is made in reference to *past time* (as *yesterday*), the verb is said to be in a *past tense*.

33. If the assertion is made in reference to *future time* (as *to-morrow*), the verb is said to be in a *future tense*.

34. Actions or states may be described as either *finished*, *unfinished*, or *intended*.

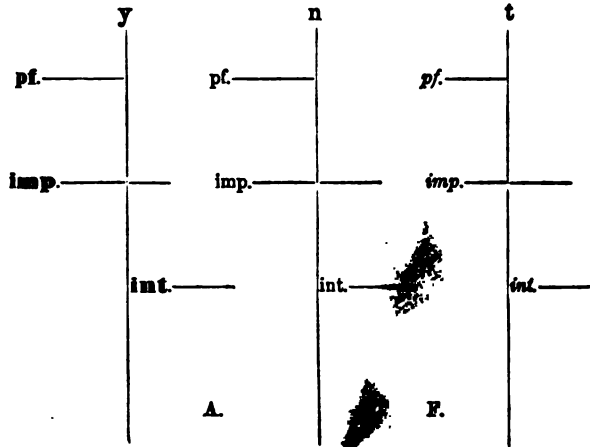
35. If the verb asserts a *finished* action or state, it is said to be in a *perfect tense*.

36. If the verb asserts an *unfinished* action or state, it is said to be in an *imperfect tense*.

37. If the verb asserts an *intended* action or state, it is said to be in an *intended tense*.

[The following diagram (borrowed, with slight alterations, from Key's Grammar) may assist the teacher in making his pupils understand the way in which these words are combined to form names for the tenses of the Latin verb.

The vertical lines denote respectively, *y* (yesterday) past time, *n* (now) present time, and *t* (to-morrow) future time. The horizontal lines denote actions—if the horizontal line crosses one of the vertical ones it denotes an unfinished (imperfect) action; if it lies to the left of it, a finished action, if to the right, an intended one.



pf. denotes an action finished at a *past* time. *past perfect tense.*
imp. " " " unfinished " " *past imperfect tense.*
int. " " " intended " " *past intended tense.*

pf. " " " finished at *present* time. *present perfect tense.*
imp. " " " unfinished " " *present imperfect tense.*
int. " " " intended " " *present intended tense.*

pf. " " " finished at a *future* time. *future perfect tense.*
imp. " " " unfinished " " *future imperfect tense.*
int. " " " intended " " *future intended tense.*

A denotes an action occurring at some *indefinite* point of past time.
Aorist tense.

F denotes an action occurring at some *indefinite* point of future time.
Future tense.

N. B. Professor Key says that what is called in this book the *future imperfect tense* is really always a *future indefinite*.]

38. Nouns ~~are said~~ to be of one or other of three *genders*, masculine, ~~feminine~~, or neuter.

39. If a noun denote a thing of the *male* kind, it is said to be of the *masculine gender*.

40. If a noun ~~denote~~ a thing of the *female* kind, it is said to be of the *feminine gender*.

41. If a noun denote a thing of *neither* the male nor the female kind, it is said to be of the *neuter gender*.

42. In Latin this proper and natural distinction is not thoroughly observed. Many nouns are masculine or feminine which denote neither male nor female animals. And so the following rules had best be *learned by heart* at once.

43. The following classes of nouns are for the most part **masculine**.

- (a) Nouns denoting *male animals, rivers, winds, months*.
- (b) Nouns whose stems end in **u** (generally **tu**), **ōn**, **ōr** (generally **tōr**).

44. The following classes of nouns are for the most part **feminine**.

- (a) Nouns denoting *female animals, countries, trees*.
- (b) Nouns whose stems end in **a**, **ē**, **iōn**, **on**, **ūt**, **tāt**, **tric**.*

45. The following classes of nouns are for the most part **neuter**.

Nouns whose stems end in **ento**, **en**, **es**, **os**.

46. Nouns which are found used *both as masculine and feminine* are called **common**.

47. All nouns whose gender is not **determinable** by the above rules are marked in the vocabularies *m.* (masculine), *f.* (feminine), *n.* (neuter).

* Nouns with *i*-stems are mostly feminine, but the exceptions are numerous. Professor Key gives the following acrostic to assist the memory:

M asculini generis crini-
 A mni.* axi- fūni.* fini.*
 S enti.* dent(i)- calli.* colli-
 C auli- fasci- fusti- folli-
 U tri- ventri- vermi- assi-
 L ēui- posti- torri- cassi-
 I gni- imbri- pisci- pont(i)-
 N ātāli- vecti- font(i)- mont(i)-
 E nsi- mensi- pāni- orbi-
 S angui- angui.* ungui- corbi-.

* Many e'en of these, as ffini-
 Are also generis feminali.

48. The vowels of Latin words are said to be either *long* or *short*. This is called their "*quantity*."

49. A *long* vowel is one which is pronounced slowly and fully, and is considered to occupy twice as much time in pronunciation as a short vowel does.

50. All diphthongs are long—except these all the long vowels in the Latin words which occur in this book are distinguished by the mark (-) over them.

51. A syllable may be long for purposes of versification, though the vowel it contains be short, if the vowel be followed by two consonants which are not sounded together. Such syllables are said to be *long by position*; but the vowels in them are not marked as long in this book.

52. When stems are inflected or different parts of words are joined together to make new words (compound or derivative words), very often the letters of one or both parts experience some changes. As these changes are made with a view of rendering the word more easy to say and more pleasant to hear, they are called *euphonic* (i. e., *well-sounding*) changes. We will speak first of the changes which the vowels undergo.

53. If the *vowels* are considered in regard to the amount of *effort* which is made to sound them, or as to the *quantity of sound* they represent, it will be found that they follow one another in this order, *i, e, a, o, u*, the first of these being the lightest and the last the heaviest. It is of course here taken for granted that the vowels have the sounds given them which are recommended in the preface to this book, and are not pronounced after the ordinary English manner.

54. One very common change which words experience in inflection or derivation is the substitution of a *lighter*

vowel for a *heavier vowel*, when the addition of a syllable renders it difficult to give the distinct sound of the original vowel. Instances of this occur in the 4th lesson, where it is seen that when the accusative-ending *em* is added to such words as *milet-*, the *e* of the stem is changed to the lighter vowel *i*. It will be felt at once that it is easier to say *militem* than *milet-em*, and that in pronouncing such words rapidly the voice naturally gives the *lightest possible* sound to the middle syllable.

55. This general principle will account for very many changes of vowels.

Thus, instead of <i>con-fac(i)-</i>	we have <i>con-fic(i)-</i> .
“ “ <i>re-statu-</i>	“ “ <i>re-stitu-</i> .
“ “ <i>princep-</i>	“ “ <i>princip-</i> .
“ “ <i>homon-</i>	“ “ <i>homin-</i> .
“ “ <i>capita-</i>	“ “ <i>capita-</i> .
“ “ <i>telagit</i>	“ “ <i>teligit</i> .

56. But observe that if the vowel which is to be changed is followed by the letter *r*, it usually passes into *e* instead of into *i*.

Thus, for *peparit* we have *peperit*, not *pepirit*.
 “ *conspargo* “ “ *conspargo*, “ *conspirgo*.

57. Another common change of vowels is the substitution of *i* for the diphthong *ae*.

Thus, for *occaedit* we find *occidit*.
 “ *illaedo* “ *illido*.

58. There is a frequent interchange of *o* and *u*.

Thus, from *col-* we get *culto-*.
 “ *rōbor-* “ *rōbur*.

59. The changes which consonants undergo are very frequent and important. In order that they may be understood, the tables given in 61 and 68 must be carefully studied.

60. The consonants are divided into two main classes, *mutes* and *semi-vowels*, the mutes being those which require the greatest exertion of the vocal organs for their articulation.

61. The *mutes* are classified in the following way:

		ORDERS.		
		soft.	hard.	aspirated.
CLASSES.	{ Gutturals.	g	c (k, qu)	h
	{ Dentals.	d	t	
	{ Labials.	b	p	f

62. The three *classes* are named from the part of the vocal organs which is principally concerned in their production—the Gutturals being *throat*-letters, the Dentals, *teeth*-letters, and the Labials, *lip*-letters.

63. The division into *orders* has reference to the effort which is required for their proper articulation.

64. We have rules which govern the combination of mutes based upon each of these classifications.

65. Mutes of different *classes* are not allowed to stand together *unless the second be a dental*. But when in composition there would be such a combination, the first mute is generally changed into the second.

Thus, <i>ob-cid-</i>	(L. G.)	becomes <i>oc-cid-</i>	(G. G.)
<i>ad-cid-</i>	(D. G.)	“ <i>ac-cid-</i>	(G. G.)
<i>ad-ger-</i>	(D. G.)	“ <i>ag-ger-</i>	(G. G.)
<i>sub-ger-</i>	(L. G.)	“ <i>sug-ger-</i>	(G. G.)
<i>ad-plaud-</i>	(D. L.)	“ <i>ap-plaud-</i>	(L. L.)
<i>ad-fic-</i>	(D. L.)	“ <i>af-fic-</i>	(L. L.)
<i>ec-fic-</i>	(G. L.)	“ <i>ef-fic-</i>	(L. L.)

66. When mutes are thus allowed to stand together

they must be of the same *order*; and so also when a guttural or labial stands before a dental; that is, *both mutes must be hard, both soft, or both aspirated*. The examples in the preceding section are instances of this. The following exhibit the same law, but the *second mute being a dental* letters of different classes may stand together.

<i>ad-trah-</i>	(s. H.)	becomes	<i>attrah</i>	(H. H.)
<i>scrib-to-</i>	(s. H.)	"	<i>scripto-</i>	(H. H.)
<i>reg-to-</i>	(s. H.)	"	<i>rec-to-</i>	(H. H.)
<i>veh-to</i>	(A. H.)	"	<i>vec-to-</i>	(H. H.)

67. The prefixes *sub* and *ob* were originally *subh*, *obh*; and when they are prefixed to words beginning with one of the *hard* mutes the letter *b* is generally dropped.

Thus, for	<i>sub-cip-</i>	we find	<i>sus-cip-</i>
"	<i>obs-tend</i>	"	<i>os-tend-</i>
"	<i>subs-pende-</i>	"	<i>sus-pende-</i>

68. The *semi-vowels* may be arranged in the following classes and orders :

		ORDERS.	
CLASSES.	{	Liquids.	Spirants.
		r	j
		l, n	s
		m	v
		Gutturals.	
		Dentals.	
		Labials.	

69. The *liquids* are so named because they easily *flow* together and combine with the mutes to form one sound.

70. The spirants derive their name from the continuity of *breath* with which they are sounded.

71. Since *n* is a *dental* sound and *m* a *labial*, when *n* comes before a labial it is changed to *m*.

Thus,	for	<i>in-pet-</i>	we have	<i>im-pet-</i>
	"	<i>in-belli-</i>	"	<i>im-belli-</i>

72. Before another liquid, *n* is assimilated (*i. e.*, changed into the same letter as that which follows it).

Thus,	for <i>in-mūni-</i>	we find	<i>im-mūni.</i>
	“ <i>con-rip-</i>	“	<i>cor-rip-</i>
	“ <i>con-lid-</i>	“	<i>col-lid-</i>

73. The *labial* mutes before *s* generally become *p*.

Thus,	for <i>scribsī</i>	we have	<i>scripsī.</i>
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74. The *guttural* mutes with *s* always become *x*.

Thus,	for <i>gregs</i>	we have	<i>grex.</i>
	“ <i>tey-sī</i>	“	<i>texī.</i>

75. The *dental* mutes before *s* are either dropped, or assimilated to *s*.

Thus,	for <i>dents</i>	we have	<i>dens.</i>
	“ <i>mit-so-</i>	“	<i>mis-so-</i>

The foregoing remarks upon the changes of vowels and consonants are of course very incomplete. The most that is designed is to give the pupil an opportunity of becoming familiar, at this early stage of his progress, with some of the commonest and most general laws. Fuller information must be sought for in systematic grammars.

LIST OF ABBREVIATIONS USED IN THIS BOOK.

Abl.....	stands for ablative.
A. or acc.....	accusative.
adv.....	adverb.
c....	common; i. e., masculine or feminine.
conj.....	conjunction.
D. or dat.....	dative.
dep.....	deponent.
f. or fem.....	feminine.
fut.....	future.
G. or gen.....	genitive.
imperat.....	imperative.
imperf.	imperfect.
indic.....	indicative.
infin.....	infinitive.
m. or masc	masculine.
n. or neut.....	neuter.
n. or nom.....	nominative.
part or partic.....	participle.
perf.....	perfect.
pl. or plur.....	plural.
prep.....	preposition.
pres.....	present.
S. or sing.....	singular.
semi-dep.....	semi-deponent.
subj.....	subjunctive.
subjunc.....	subjunction.
V. or voc.....	vocative.
“.....	{ implies the repetition in that place of the form underneath which it stands.
2—“.....	
	{ implies that the second stem of a verb is the same as the first.

In the exercises—

English words joined by hyphens are to be translated by *one* Latin word.

English words in parentheses are not to be translated.

Latin words in parentheses are to be used for the English words after which they stand.

1
2
3

4

PRINCIPIA LATĪNA.

LESSON I.

1. The cases of Latin nouns are formed by attaching various endings to the stems of the nouns. Thus, for the

Singular, { *nominative*, add the ending *s*.
 { *accusative*, " " *m* or *em*.

This is the *general rule* for these cases: the exceptions and variations will be pointed out in the following lessons. But it must here be noted that

(1) the ending *em* is used for *consonant*-stems only.

(2) that the stem-vowel { *o* usually becomes *u* in the
 nom. and *acc. sing.*
 { *i* usually becomes *e* in the
 acc. sing.

Thus, from the	<i>nom. sing.</i>	<i>acc. sing.</i>
<i>o</i> -stem <i>servo</i> - we have	<i>servus</i> ,	<i>servum</i> .
<i>u</i> -stem <i>vultu</i> - "	<i>vultus</i> ,	<i>vultum</i> .
<i>i</i> -stem <i>nāvi</i> - "	<i>nāvis</i> ,	<i>nāvem</i> .
<i>consonant</i> -stem <i>hiem</i> - "	<i>hiems</i> ,	<i>hiemem</i> .

2. The persons of the verb are made in the same way by attaching endings to the stems of the verbs. The following table gives the endings opposite to the persons which they make.

	<i>Persons.</i>	<i>Endings.</i>
Singular,	{ 1. I.	<i>m</i> or <i>o</i> .
	{ 2. thou or you.	<i>-s</i> " <i>is</i> .
	{ 3. he, she, or it.	<i>t</i> " <i>it</i> .
Plural,	{ 1. we.	<i>-mus</i> or <i>imus</i> .
	{ 2. ye or you.	<i>-tis</i> " <i>itis</i> .
	{ 3. they.	<i>nt</i> " <i>unt</i> .

As at present the third person singular only will be introduced in the exercises, it is necessary to give ex-

amples here of that person only ; but it must be particularly observed at once that the ending *it* is to be used only for *consonant*-stems and *u*-stems.

Thus, from the *3d. person sing.*

<i>a</i> -stem <i>ama-</i>	we have	<i>amat.</i>
<i>e</i> -stem <i>mone-</i>	"	<i>monet.</i>
<i>i</i> -stem <i>audi-</i>	"	<i>audit.</i>
<i>consonant</i> -stem <i>reg-</i>	"	<i>regit.</i>
<i>u</i> -stem <i>minu-</i>	"	<i>minuit.</i>

It will be best for the pupils at once to learn by heart both the columns of person-endings given above ; and the teacher will observe that the mark (-) placed before three of the endings in the first column means that the addition of those endings makes the vowels *a*, *e*, and *i* long.

Before commencing the following exercise, it must be understood that—

- (1) There is no article in Latin.
- (2) In general, the order of words in Latin sentences is different from that used in English, *the verb commonly standing at the end of the sentence.*
- (3) All the *long* vowels in the Latin words which follow have the *long mark* (-) of quantity placed over them. *All the other vowels are to be pronounced short.*
- (4) The verbs are printed in *italics* in the first column of the vocabularies, and in Roman letters in the second.

EXERCISE 1.

1. The citizen sees the house. 2. The army conquers the state.
3. The horse drinks the water. 4. The dog frightens the mare. 5. The foal goes-to (its) friend. 6. The son cultivates friendship. 7. The slave seeks-for love. 8. The horse preserves the fugitive. 9. The attack frightens the deserter. 10. The storm throws down the tower.
11. The dog bites the foal. 12. The tower confines the prisoner. 13. The garden pleases the farmer. 14. Culture polishes the soul. 15. The messenger takes the letter. 16. The citizen flees-from the dog.

army, *exercitus*;
 attack, *impetus*;
 bite, *morde-*
 citizen, *civi-*, *c.*
 confine, *coërce-*
 conquer, *vinc-*
 cultivate, *col-*
 culture, *cultu-*
 daughter, *filia-*
 deserter, *perfuga-*
 dog, *cani-*, *c.*
 drink, *bib-*
 farmer, *agricola-*
 flee from, *fug(i)-*
 foal, *equulo-*
 friend, *amico-*, *m.*
 friendship, *amicitia-*
 frighten, *terre-*
 fugitive, *fugitivo-*, *m.*
 garden, *horto-*, *m.*
 go-to, *pet-*
 horse, *equo-*
 house, *domu-*, *f.*

letter, *epistola-*
 love, *ama-*
 love, *amôr-*
 lover, *amâtôr-*
 mare, *equa-*
 messenger, *nuntio-*, *m.*
 nymph, *nympha-*
 please, *dilecta-*
 polish, *poli-*
 preserve, *serva-*
 prisoner, *captivo-*, *m.*
 see, *vide-*
 seek for, *quaer-*
 slave, *servo-*, *m.*
 son, *filio-*
 soul, *animo-*, *m.*
 state, *civilit-*
 storm, *hiem-*, *f.*
 take, *cap(i)-*
 throw down, *dēfic(i)-*
 tower, *turri-*, *f.*
 water, *aqua-*
 wood, *silva-*

NOTE.—The verbs in the vocabularies printed like *cap(i)-*, belong partly to the class of *i*-stems and partly to that of *consonant*-stems; their peculiarities will be mentioned further on. The pupils had best read such stems thus: *cap* or *capi*; and all they need attend to now is this, that *all the letters printed* are to be used, unless particular directions to the contrary are given.

EXERCISE 2.

1. Hortus nympham dēlectat. 2. Animus cultum amat. 3. Turris civem servat. 4. Filius canem quaerit. 5. Exercitus aquam videt. 6. Equulus equam petit. 7. Impetus civem terret. 8. Equus filiam dēlectat. 9. Amicus canem capit. 10. Canis amâtôrem mordet. 11. Nuntius hortum colit. 12. Fugitīvus silvam petit. 13. Hiems perfugam terret. 14. Filius agricolam servat. 15. Servus equam quaerit. 16. Captīvus equam capit.

LESSON II.

3. Though the general rule for the formation of the *nominative* singular is that given in Lesson I., viz.: the addition to the stem of the ending *s*, it must here be noted that—

if *s* be added { to a guttural-stem (*c*, *g*), we must write *x* for *cs* or *gs*.
to a dental-stem (*d*, *t*), we must write *s* for *ds* or *ts*.

Thus :

the guttural-stem { <i>pāc-</i> <i>rēg-</i>	} becomes { <i>pāx,</i> <i>rēx,</i>	} instead of { <i>pācs.</i> <i>rēgs.</i>
the dental-stem { <i>lapid-</i> <i>dent-</i>		

NOTE.—In the following vocabularies some nouns are printed thus : *cohort(i)*; the meaning of this will be explained in a subsequent lesson. Meanwhile let the pupils read them thus : *cohort* or *cohorti*. At present only the *consonant*-stem is to be used.

EXERCISE 3.

1. The king loves the state. 2. The soldier governs the island. 3. The hostage throws a stone. 4. The law frightens the thief. 5. The priest reads the letter. 6. The guard hears a shout. 7. The foot-soldier pushes the enemy. 8. Praise rouses valor. 9. Valor preserves the state. 10. Peace charms the man. 11. The cohort is making an attack. 12. The state makes the law. 13. The flock loves the shepherd. 14. The horse-soldier is leading the inhabitant. 15. The bridge supports the wagon.

bridge, *pont(i)*, m.
charm, *dēlecta-*
cohort, *cohort(i)*, f.
enemy, *hosti*, c.
flock, *greg*, m.
foot-soldier, *pedet-*
govern, *reg-*
guard, *custōd*, c.
guide, *duc*, c.
hear, *audi-*
horse-soldier, *equet-*
hostage, *obsēd*, c.
inhabitant, *incola*, c.
island, *insula-*
king, *rēg-*
law, *lēg*, f.
lead, *dūc-*
make, *fac(i)*-

man, *viro-*
peace, *pāc*, f.
praise, *laud*, f.
priest, *sacerdōt*-c.
push, *pell-*
read, *leg-*
road, *via-*
rouse, *excita-*
shepherd, *pastōr-*
shout, *clāmōr-*
show, *monstra-*
soldier, *milet-*
stone, *lapid*, m.
support, *sustine-*
thief, *fur*, c.
throw, *iac(i)*-
valor, *virtūt-*
wagon, *carro*, m.

EXERCISE 4.

1. Custōs lapidem facit. 2. Grex pontem petit. 3. Pedes amicum terret. 4. Dux virtutem amat. 5. Rēx insulam vincit. 6. Virtūs sacerdotem dēlectat. 7. Eques lapidem dējicit. 8. Carrus pastōrem sustinet. 9. Miles insulam capit. 10. Hostis gregem dūcit. 11. Lēx fūrem coërcet. 12. Pāx civitatem polit. 13. Obsecrō civem excitat. 14. Servus domum videt.

LESSON III.

4. It will be well for the pupils to begin now to learn the endings of the *third* or *consonant* declension of nouns. These are given at page 200; and the teacher should, as soon as they can be well repeated in their separate form, make his pupils learn by heart the examples of *consonant-nouns* ending in different letters, which are given immediately after the endings. The special rules for the formation of the separate cases will be given in subsequent lessons. But as nothing can supply the place of a perfect acquaintance with the cases arranged tabularly, it is best to begin at once to learn them by heart, without waiting for the particular explanations. And it is of the utmost importance that *each noun declined should always be referred to its stem.*

EXERCISE 5.

1. Peace increases happiness. 2. The judge sets-free the prisoner. 3. The heir receives the money. 4. The torch illuminates the cave. 5. The tempest alarms the sailor. 6. Rest refreshes the workman. 7. The spike wounds the horse. 8. The huntress slays the stag. 9. The bark preserves the bough. 10. Novelty charms the woman.

alarm, perterre-
bark, cortec-, m.
bough, rāmo-, m.
cave, spēlunca-
happiness, fēlicitāt-
heir, hērēd-
hold, tene-
hope, spēs-
huntress, vērātrici-

illuminate, illustra-
increase, auge-
judge, jūdec-
money, pecūnia-
name, nōmina-
novelty, novitāt-
receive, accip(i)-
refresh, recrea-
rest, quies, f.

sailor, *nauta*-
 set-free, libera-
 shake, quat(i)-
 slay, occid-
 spike, *cuspid-*, *l*.
 stag, *cervo*-
 tempest, *tempestāt-*

torch, *fac-*, *l*.
 warn, mone-
 wind, *vento-*, *m*.
 woman, *mulier*-
 workman, *fabro*-
 wound, *vulnera-*

EXERCISE 6.

1. Obses *cuspidem* tenet. 2. *Jūdex* *scire*m monet. 3. *Canis* *cer-*
vum excitat. 4. *Tempestās* *nāvem* quatit. 5. *Pāx* *rēgem* recreat. 6.
Rāx *hārēdem* nōminat. 7. *Spēs* *virtūtem* auget. 8. *Custōs* *captivum*
 liberat. 9. *Cervus* *pastōrem* fugit. 10. *Ventus* *rānum* quatit.

LESSON IV.

5. In some cases one of the letters of the stem is altered when *any ending, consisting of a whole syllable, is added to it*; e. g., when the ending **em** is added to *consonant*-stems:

Thus, *e* in such words as *milet-*, *princep-*, is changed to *i*.

<i>on</i>	"	"	<i>ordon-</i>	"	"	<i>in.</i>
<i>s</i>	"	"	<i>flōs-</i>	"	"	<i>r.</i>

For example:

the stem <i>milet-</i>	makes not <i>mīletem</i>	but <i>mīlitem</i> .
" <i>princep-</i>	" not <i>princepem</i>	but <i>principem</i> .
" <i>ordon-</i>	" not <i>ordonepi</i>	but <i>ordinem</i> .
" <i>flōs-</i>	" not <i>flōsem</i>	but <i>flōrem</i> .

EXERCISE 7.

1. The soldier loves the chief. 2. The law forbids baseness. 3. The nurse plucks the flower. 4. The horse-soldier deserts (his) rank. 5. The colonist retains the custom. 6. The king praises the foot-soldier. 7. The priest advises the multitude. 8. The prisoner fears (his) companion. 9. The hostage kills the guest. 10. The guard has a tree.

baseness, <i>turpitudō</i> , f.	have, <i>habe</i> -
chief, <i>princep</i> -	kill, <i>occid</i> -
colonist, <i>colōno</i> -, m.	nurse, <i>nūtrio</i> -
companion, <i>comet</i> -, c.	pluck, <i>carp</i> -
custom, <i>mōs</i> -, m.	praise, <i>lauda</i> -
fear, <i>time</i> -	rank, <i>ordon</i> -, m.
flower, <i>flōs</i> -, m.	retain, <i>retine</i> -
forbid, <i>veta</i> -	tree, <i>arbor</i> -, f.
guest, <i>hospet</i> -, m.	

EXERCISE 8.

1. Fugitivus comitem laudat. 2. Cohors ordinem servat. 3. Pedes
hospitem terret. 4. Civis colōnum amat. 4. Amicus flōrem colit.
6. Sacerdōs fūrem timet. 9. Custōs multitudinem dēserit. 10. Nuntius
mōrem laudat. 11. Princeps insulam capit. 12. Dux impetum facit.

NOTE.—It is thought that from this time the pupils may be made by their teacher to decline any of the nouns with *consonant-stems* which they meet with in the subsequent lessons.

LESSON V.

6. It has been shown in the preceding lessons that the *nom. sing.* is made by the ending *s*. But there are some exceptions to this which must now be mentioned. The rules for these will be most clearly and shortly exhibited in the following table, with the examples annexed:

To form the *nom. sing.*
of stems ending in

- | | | | | | |
|-------------------------------|----------------|-----------------------|-----|-----------------------------------|--|
| (1) a, l, r, s, | add no ending. | | | | |
| (2) om-, om-, | " " | omit the last letter. | | | |
| (3) eri-, ero-, iro-, | " " | " " | " " | | |
| (4) { ri-, ro- pre- | { " " | " " | " " | insert <i>e</i> before <i>r</i> . | |
| (4) { ceded by a mute, | { " " | " " | " " | " " | |
| (5) tr-, | " " | " " | " " | " " | |

7. NOTE.—1st. Stems ending in **tr-** make the **tr** short in the *nom. sing.*

8.—2d. Adjectives ending in **eri-** or **ri-** form their *nom. sing. feminine* regularly; that is, by the ending *a*.

Examples—
from the *stem*

(1) {	insula-, <i>island</i> , consul-, <i>consul</i> , viator-, <i>traveller</i> , flos-, <i>flower</i> ,	we have the <i>nom. sing.</i> insula. consul. viator. flos.
(2) {	ordon-, <i>rank</i> , regiōn-, <i>country</i> , celeri- (adjective), <i>quick</i> ,	ordo. regio. celer, <i>masc.</i> , celeris, <i>fem.</i>
(3) {	genero-, <i>son-in-law</i> , viro-, <i>man</i> , ācri-, (adjective), <i>keen</i> ,	gener.* vir. ācer, <i>masc.</i> , ācris, <i>fem.</i>
(4) {	lintri-, <i>wherry</i> , agro-, <i>field</i> ,	linter. ager.
(5) {	patr-, <i>father</i> , mātr-, <i>mother</i> ,	pater. māter.

NOTE.—It will be well for teachers to exercise their pupils upon other examples of the above classes, with this table before their eyes, before allowing them to commence the exercises.

EXERCISE 9.

1. The queen sends the messenger.
2. The father loves (his) son.
3. The sun charms the shepherd.
4. The thief despises the law.
5. The multitude hears the speech.
6. The workman makes a wherry.
7. The mother leads (her) daughter.
8. The shower moistens the field.

adorn, orna-
boy, puero-
break, frang-
brother, frātr-
cheat, fraudā-
condemn, damna-
consul, consul-
country, regiōn-
cup, cyatho-, m.
despise, contemn-
dry, sicca-
earth, terra-
father, patr-
field, agro-, m.

girl, puella-
master, magistro-
moisten, hūmecta-
mother, mātr-
plain, campo-, m.
queen, rēgina-
send, mitt-
shelter, teg-
shower, imbri-, m.
sister, sorōr-
speech, orātiōn-
sun, sōl-, m.
teach, doce-
wherry, lintri-, f.

* The following nouns make the *nom. sing.* according to the general rule, by adding s: *hespero, humero, numero, uero*.

EXERCISE 10.

1. Magister puerum docet. 2. Ōrātio hospitem dēlectat. 3. Insula
rēgem habet. 4. Sōl terram siccāt. 5. Rēx obsidem damnat. 6.
Pater filiam pellit. 7. Ager agricolam dēlectat. 8. Māter puellam
ornat. 9. Nūtrix puerum dēserit. 10. Sacerdōs virtutem retinet.

LESSON VI.

We have now given all the rules for the formation of the *nom.* and *accus. cases singular* of masculine and feminine nouns. Before proceeding to treat of adjectives, and the other parts of nouns, we shall introduce some exercises, with the view of giving the pupils some insight into the mode in which compound words are formed in Latin, at the same time that the rules for the formation of the *nom.* and *acc. cases* are impressed more firmly on the memory.

9. A compound word is one formed by the *union of a root and a prefix*. Words so formed are very common in Latin. A list of some of the prefixes is given below, with the ordinary meanings which they bear when compounded with roots. It must be understood that, as many of the prefixes *end* in consonants, when they are joined to roots which *begin* with consonants, they are very frequently altered in accordance with the laws of *euphony* which are explained in the introduction. The teacher should take this opportunity of seeing that the pupils understand these, at least to some extent. But in order to simplify the matter, in the next *English* exercise only such verbs will be employed as can be translated by compound Latin verbs *with unaltered prefixes*. And in case any difficulty in translating be found, the pupils can look out any of the compound words used, in the general vocabulary at the end of the book.

ā, ab, abs, *from, away.*

ad, to, *near.*

ante, *before, in front.*

circum, *around.*

con (cum), *along with.*

dē, *down from.*

di, dis, <i>apart.</i>	pro, <i>before, forth.</i>
(ec) ex, ē, <i>out of.</i>	post, <i>after, behind.</i>
in, <i>in.</i>	praeter, <i>beyond, beside.</i>
inter, <i>between, among.</i>	sub, <i>under.</i>
ob, <i>towards.</i>	suprā, <i>above.</i>
per, <i>through.</i>	trans, <i>across.</i>
prae, <i>before.</i>	re, <i>back.</i>

The pupil must form for himself the compound words needed in the following exercise, joining the proper prefix to the root-verbs given in this and the foregoing vocabularies. It will be observed that in many of the compound verbs used in this and the following lessons, the prefix does not always bear precisely the meaning assigned to it in the above table; and it will be the business of the teacher to point out how that derived meaning arises out of the primitive one.

EXERCISE 11.

1. The king pushes-out (expels) the inhabitant. 2. The farmer goes-across the country. 3. The father leads-away (his) son. 4. The senator puts-forth (his) opinion. 5. The traveller puts-down (his) cloak. 6. The servant puts-back the cup. 7. The wherry carries-across the soldier. 8. The inhabitant carries-out (exports) food. 9. The conqueror carries-back glory. 10. The guard leads-round the army.

boar, *apro-*
 carry, *porta-*
 cloak, *paemula-*
 conqueror, *victōr-*
 food, *cibo-, m.*
 go, *i-*
 opinion, *sententia-*

poet, *poēta-, m.*
 put, *pōn-*
 senator, *senātor-*
 servant, *ministrō-, m.*
 traveller, *viātōr-*
 verse, *versu-*

EXERCISE 12.

1. Dux exercitum expōnit. 2. Pater cibum importat. 3. Custōs captivum impellit. 4. Amicus epistolam transmittit. 5. Faber domum conficit. 6. Poēta versum compōnit. 7. Frāter lintrem reficit. 8. Rēx servum collaudat. 9. Canis aprum praevidet. 10. Servus au-fugit. 11. Puer lintrem appellit. 12. Puella rēgem adit.

LESSON VII.

It is supposed that the pupils are now familiar with the table of person-endings given in Lesson I. In the present lesson the *first* and *second* persons singular will be introduced as well as the *third*. In order that these may be easily learned, an example of the **present imperfect tense** of each of the conjugations is here given, which should be thoroughly committed to memory.

The endings are given here again, with letters, etc., printed over each column, to show to what classes of verbs and tenses each column is in general to be attached:

For stems ending in

	a, e, i,	u or a consonant.
Sing. {	1. m,	o.
	2. -s,	is,
	3. t,	it.
Plur. {	1. -mus,	imus.
	2. -tis,	itis,
	3. nt,	unt.

	10. 1st. Conj. the stem ends in	2d. Conj. e.	4th. Conj. i.	3d. Conj. u or a consonant.
	ama-, love.	monē-, advise.	audi-, hear.	reg-, rule.
Sing. {	1. amo for amao,	moneo,	audio,	rego.
	2. amās,	monēs,	audis,	regis.
	3. amat,	monet,	audit,	regit.
Plur. {	1. amāmus,	monēmus,	audimus,	regimus.
	2. amātis,	monētis,	auditis,	regitis.
	3. amant,	monent,	audiunt,	regunt.

11. It must be particularly observed that—

(1) Verbs with *a*-stems, *e*-stems, and *i*-stems take the

endings given in the *first column*, except in these respects, that,

- (a) the *first person sing.* of the *present imperfect* tense of all verbs, takes the ending **o** from the second column, instead of **m** from the first.
- (b) the *third person plur.* of verbs with *i*-stems takes **unt** from the second column, instead of **nt** from the first.
- (2) The *second column* of endings is used for verbs with *consonant*-stems and *u*-stems (the 3d conjugation).
- (3) The endings with this mark (-) before them make the stem-vowel long; and the same thing is always indicated throughout the book by this sign.
- (4) Verbs printed in the vocabularies, like *cap(i)-*, are conjugated for the most part like verbs of the 4th conjugation; but the vowel *i* remains *short* throughout, and they are regarded as belonging to the 3d conjugation.

12. The endings **o**, **-s (is)**, **t (it)**, in general mark the persons of the verb sufficiently, and therefore the words "I," "thou," "he," "she," and "it" must for the most part not be translated.

NOTE.—It will be well as soon as possible to make the pupils conjugate the verbs which occur in the exercises; at first, if necessary, with the examples before their eyes.

EXERCISE 13.

1. I kill a goat. 2. I plough a field. 3. The boy fears-greatly the multitude. 4. You hear the noise. 5. The girl teaches the beggar. 6. I burst-through the rank. 7. The speech alarms the assembly. 8. The consul leads-together the common-people. 9. You advise (your) son-in-law. 10. I love (my) father-in-law. 11. You call-down the hostage. 12. He calls-together the senate. 13. I adorn-greatly (my) daughter. 14. You enter the house. 15. He rules the state. 16. Catiline flies-off.

adorn-greatly, *adorna-*
alarm, *permove-*
assembly, *conventu-*,
beggar, *mendico-*, *m.*

burst-through, *perrump-*
Catiline, *Catilina-*
call-together, *convoca-*
common-people, *pleb-*, *f*

enter, sub-
fear-greatly, pertimeso-
father-in-law, socero-
fly-off, evola-
goat, capro-
lead-together, conduco-

noise, strepitu-
plough, ara-
senate, senatu-
son-in-law, genero-
thing, re-
undertake, suscip(i)-

EXERCISE 14.

1. Hortum colo. 2. Flōrem carpis. 3. Lapidem jactit. 4. Civitātem amo. 5. Multitudinem convoca. 6. Magistrum fraudat. 7. Video regionem. 8. Puellam terrē. 9. Frātremonet. 10. Rem suscipio. 11. Polis lapidem. 12. Clāmōrem audit. 13. Canis mendicūm mordet. 14. Rem conficiat. 15. Aro agrum. 16. Cibum importat.

LESSON VIII.

It is now necessary to speak about adjectives. The first thing to be noted is the *agreement* of Latin adjectives with the nouns which they qualify. This is a matter which is wholly foreign to the English language. The adjective "large" may be used to qualify the nouns "man," "men," "woman," "women," "rock," "rocks," without any change in its form, though these nouns differ from each other in number and gender.

13. But in Latin, **adjectives agree with their nouns in case, gender, and number**; that is, they vary their form, to correspond with the nouns which they are used to qualify, in all those respects.

For example:

If I wish to translate

a great man,
 great men,
 a great woman,
 great women,

I must write

magnus vir.
magnī virī.
magna mulier.
magnae mulierēs.

14. It will be seen at once, that the agreement of an adjective with a noun does not at all imply that the end-

ing of the adjective is to be the same as that of the noun; but only that, as you follow certain rules in order to make a *noun-stem* ending in a particular letter into any case, so, just the same rules must be followed to make the adjective which is to qualify it, into the same case. *The rules given for forming nouns into the nominative and accusative cases, hold, in all respects, except such as will be hereafter mentioned, for adjectives whose stems end in the same letters.* The only thing which it is here necessary to say besides is, that *all adjectives which shall be given in the vocabularies with stems ending in o, must be understood to have another stem, which is not printed, ending in a, the former being masculine, the latter being feminine;* that is, the *o-stem* is to be used if the noun be masculine, and the *a-stem* if the noun be feminine.

In the following English exercise, the sentences are just the same as those given in Latin in Exercise 14. The only difference is, that each noun is now qualified by an adjective; and each adjective must be formed just as if it were a noun, so that it shall be found *in the same case, gender, and number* as the noun which follows it.

15. NOTE.—Adjectives with *i-stems* must *always* have the *i* changed, to *e* when they take the accusative ending *ma*. See § 1. (2).

EXERCISE 15.

1. I cultivate the barren garden. 2. You pluck the beautiful flower.
3. He throws the great stone. 4. I love the wise state. 5. You call together the foolish multitude. 6. He cheats the kind master. 7. I see the fertile country. 8. You frighten the timid girl. 9. He warns (his) wicked brother. 10. I undertake the easy thing. 11. You polish the valuable stone. 12. He hears the savage shout. 13. The fierce dog bites the poor beggar. 14. You finish the difficult thing. 15. I plough the barren field. 16. You import the valuable food.

and, *et*
beautiful, *pulcro*-
barren, *sterili*-
difficult, *difficili*-
easy, *facili*-

fertile, *ferāc(i)*-
fierce, *ferōc(i)*-
foolish, *stulto*-
great, *magno*-
kind, *benigno*-

lose, amitt-
mild, mit-
poor, pauper-
savage, sacro-
timid, timido-

valuable, pretios-
wicked, improbo-
wise, sapien(s)-
young, juven-

EXERCISE 16.

1. Magnus amor stultum animum vincit. 2. Ferōx aper timidum caprum occidit. 3. Rēs facilis stultum puerum delectat. 5. Saevum hostem miles abducit. 5. Mater improba filiam expellit. 6. Sapiens conventus sterilem regionem contemnit. 7. Pulcra glōria virum et consulem excitat. 8. Pauper fugitivus paenulam amittit. 9. Frātre[m] servat benigna soror. 10. Eques magnam glōriam reportat.

LESSON IX.

So far no verbs have been used except such as are in the present imperfect tense; and it has been seen that nothing more was to be done to form them, than merely to add the person-endings to the stems of the verbs.

16. But it is of course necessary to be able to assert actions as going on in *past* or *future* time as well; and this difference is expressed in Latin by adding endings to the stem of the verb *before adding the person-endings*. The form in which the verb appears when a *tense-ending* has been added, will be called a *tense-stem*. The following table will exhibit most clearly the mode of forming the *past imperfect* and *future* tense-stems:

If the verb-stem }	add, to make the tense-stem of the		
ends in }	<i>Pres. imperf.</i>	<i>Past imperf.</i>	<i>Future imperf.</i>
a, e,	—	-ba-	-b-
i u, or any }	—	eba-	e-
consonant, }			

At present only the *past-imperfect* will be introduced. As when the *past-imperfect tense-stem* has been formed, all verbs alike end (*in that tense*) in a, the 1st column of person-endings is of course employed. A single example

will suffice. From *ara-*, "plough," we have the past-imperfect tense-stem, *arāba-*, and then,

Sing.	{ 1. arābam, 2. arābās, 3. arābat,	Plur.	{ 1. arābāmus, 2. arābātis, 3. arābant.
-------	--	-------	---

The following examples will show various modes of expression which may in English be used to translate the past imperfect tense.

Stem-letters.	Verb-stem.	Tense-stem.	Persons Singular.	Meanings.
a	ambula-	ambulā ba-	1st. ambulābam,	<i>I was walking.</i>
e	dole-	dolē ba-	2d. dolēbās,	<i>you used to grieve.</i>
i	dormi-	dormiē ba-	3d. dormiēbat,	<i>he slept.</i>
u	sternu-	sternuē ba-	1st. sternuēbam,	<i>I sneezed. [ding.]</i>
any cons.	trem-	tremē ba-	2d. tremēbās,	<i>you were trem-</i>
"	curr-	currē ba-	3d. currēbat,	<i>he used to run.</i>

17. It will be observed from these examples that the *past imperfect* in Latin is not always represented by the same English expressions. In general it is to be employed when you wish to express that **an action was going on, was unfinished, or was habitually performed at a past time.**

EXERCISE 17.

1. I was praising-highly the general. 2. You used to govern the state. 3. The brave army was taking the beautiful island. 4. A swift ship carried the infantry. 5. You feared the cold wind. 6. The man used to praise the powerful chief. 7. The warlike cohort was-making a bold attack. 8. The timid hare deceived the dog. 9. All the country touched-upon the fertile province. 10. The skilful workman lessened the difficulty.

all, *omni-*
bold, *audāc(i)-*
brave, *forti-*
cold, *frīgido-*
deceive, fall-
difficulty, *difficūlīat-*
general, *imperātor-*
hare, *lepus*, m. (nom. a. *lepus*).
heavy, *gravi-*
infantry, *pediūtu-*

lessen, *minu-*
man (a human being), *homon-*
province, *prōvincia-*
powerful, *potent(i)-*
ship, *nāvi*, f.
skilful, *perito-*
swift, *velōc(i)-*
touch-upon, *ating-*
warlike, *bellicōso-*
write, *scrib-*

EXERCISE 18.

1. Audāx eques stultum senātum contemnēbat. 2. Sapientem rēgem poēta peritus dēlectābat. 3. Ferācem campum habēbat bellicōsus exercitus. 4. Saevus aper improbum hominem occidēbat. 5. Pater benignus sapientem epistolam scribit. 6. Captīvus omnem difficultātem perrumpēbat. 7. Arābās ferācem agrum. 8. Ministrum improbum monēbam. 9. Vēlōcem lintrem impellēbās. 10. Viātor gravem paenulam depōnēbat.

LESSON X.

It is expected that by this time masculine and feminine nouns with *consonant*-stems present no difficulty to the pupil, but that he can decline any one throughout with perfect readiness.

It will be well, if this is the case (*not otherwise*), that he commit to memory the list of endings for nouns with *i*-stems given at page 203; and as soon as these are learned the examples of masculine and feminine nouns which follow. The same course should be followed in this as in the case of consonant-stems: *i. e.*, as soon as the given examples are learned, the pupils should be exercised upon all nouns or adjectives with *i*-stems which occur in the exercises. This can very soon be done if they are allowed at first to have the page with the examples open before them.

We will now speak of the formation of the nominative and accusative cases plural:

18. If the stem	add, to make the plural	
end in	Nom.	Acc.
any consonant ,	ēs,	ēs,
ē or u ,	-s,	-s,
i (<i>changed to e</i>),	-s,	-s.
	Plural	

Examples—

Stem.	Nom.	Acc.
rēg-	rēgēs,	rēgēs.
diē-	diēs,	diēs.
gradu-	gradūs,	gradūs.
nāvi-	nāvēs,	nāvēs.

NOTE.—1st. Of all these nouns the *nom.* and *acc. plur.* do not differ in form; and therefore these cases can only be distinguished from each other by the meaning of the sentences in which they occur.

2d. The vowel of *i*-stems is occasionally seen *unaltered* in the *acc. plur.*, and this form was preferred by the best Latin authors.

3d. Nouns printed in the vocabularies, like *mont(i)*-, must be considered to have their *plural* cases formed from the stem *monti*-.

All the persons of the verb will now be introduced, and the words “we,” “ye,” “they” need not generally be translated.

EXERCISE 19.

1. We were fearing the bold conspiracies. 2. Ye stretched the light bows. 3. They heard the foolish speech. 4. We praise highly the noble consuls. 5. Ye pluck the green fruits. 6. The lying thieves seize a large sum-of-money. 7. The base guards deserted the gate. 8. Ye were selling the fertile field. 9. The powerful kings enrol brave armies. 10. You slew (your) kind friend.

•and, *que*, enclitic.*
base, *turpi*-
bow, *arcu*-
demand, *posc*-
enrol, *conscrib*-
gate, *porta*-
green, *viridi*-
light, *levi*-

lying, *mendac(i)*-
noble, *nobilis*-
seize, *rap(i)*-
sell, *vend*-
slay, *interfic(i)*-
stretch, *tend*-
sum-of-money, *pecunia*-
tide, *aestu*-

EXERCISE 20.

1. Canēs leporēs excitābant. 2. Excitābās omnēs equitēs. 3. Excitāmus bellicōsam cohortem. 4. Difficultās excitat virtūtem. 5. Aestūs ferācēs regiōnēs attingunt. 6. Sapientēs mōrēs civitatēs servant. 7. Omnēs florēs carpebātis. 8. Patrēs matrēsque conjuratiōnēs timēbant. 9. Pulcra puella amatōrēs juvenēs habēbat. 10. Mītēs nutrīcēs puerum puellamque dūcēbant.

* The word *enclitic* means *leaning back*, and is applied to some little words which are never used at the beginning of a sentence, but always attached to some other word.

LESSON XI.

We have now only to mention the mode of forming the nominat. and accus. plural for *a*-stems and *o*-stems.

If the stem	to make the plural	
end in	<i>Nom.</i>	<i>Acc.</i>
<i>a</i> ,	add <i>e</i> ,	add <i>-s</i> .
<i>o</i> ,	change to <i>i</i> ,	" <i>-s</i> .

Examples—

<i>Stem.</i>	<i>Nom. Plur.</i>	<i>Acc. Plur.</i>
puella-	puellae,	puellās.
viro-	virī,	virōs.

19. It will be observed, on comparing this rule with that given in the last lesson, that all vowel-stems make the accusative plural by adding *-s*.

Observe also, that when *a*-stems take the ending *e*, these two vowels form a diphthong.

EXERCISE 21.

1. Careful husbandmen cultivated the beautiful islands. 2. The allies embark-on the swift ships. 3. The horses were crossing the broad rivers. 4. Recent wrongs were urging-on the soldiers. 5. We were cutting-away the old bridges. 6. All the boys and girls run-together quickly. 7. Lofty mountains surround the fortified cities. 8. Changes (*say* new things) frighten the noble and the rich (men). 9. I bury the unfortunate citizens. 10. You feel sharp pains.

ally, *socio*-
broad, *lāto*-
bury, *sepeli*-
careful, *diligent(i)*-
city, *urb(i)*-, *f*.
cross, *transi*-
cut-away, *rescind*-
embark-on, *conscend*-
feel, *senti*-
fortified, *mūnīto*-
lofty, *celso*-
mountain, *mont(i)*-, *m*.
new, *novo*-

old, *vetes*-
pain, *dolor*-
quickly (*adverb*), *celeriter*
recent, *recent(i)*-
rich, *divet*-
river, *amni*-, *m*.
run-together, *concurr*-
sharp, *acūto*-
surround, *cing*-
sword, *gladio*-, *m*.
unfortunate, *misero*-
urge-on, *incita*-
wrong (noun), *injūria*-

20. NOTE.—The verb *ī*, “go”, with all its compounds, such as *trans-* “go-across,” used in this exercise, is irregular in several points. One is, that in the *past imperfect tense* it takes the ending *-ba-* instead of *-ēba-*; so *trans-* will have its *past imperfect tense-stem*, *transiēba-*, and not *transiēba-*.

EXERCISE 22.

1. Nauta frigidōs ventōs timet. 2. Potentēs principēs monēbāmus.
3. Fortēs peditēs multōs hostēs repellēbant. 4. Novus incola ferācem
regiōnem amat. 5. Novī incolae ferācēs agrōs amābant. 6. Appello
velōcem nāvem. 7. Mūnitae urbēs omnēs impetūs sustinent. 9.
Acūtōs gladiōs tenēbātis. 10. Acūtī gladii miserōs captīvōs perterrent.
11. Omnēs viās militēs reficiunt. 12. Omnēs viae novōs pontēs habent.

LESSON XII.

In the sixth sentence of Ex. 21, an *adverb* is introduced. *Adverbs* are words used to modify the meaning of verbs, adjectives, or other adverbs beside which they are placed. All such words (which, with prepositions and conjunctions, are called *particles* in some grammars) are printed in the vocabularies without the hyphen (-) after them, to indicate that *their form is never changed*. It is best now to attend to the *general rule* of their formation. Generally,

21. Adjective-stems are formed into adverbs by
ending in **o**, changing **o** to **ē**.
“ “ **i**, adding **ter**.
“ “ **consonants**, adding **iter** or **er**.

Thus,
lāto-, *broad*, makes lātē-, *broadly*.
prūdēt-, *prudent*, “ prūdētēr-, *prudently*.
suāvi-, *sweet*, “ suāviter-, *sweetly*.
fēlic-, *happy*, “ fēliciter-, *happily*.

It must be remembered that these are only the *general rules* of the formation of adverbs. There are many which are not derived from adjectives at all, and others again

which are formed from adjectives in a different way. But this will present no difficulty, for words of this sort will always be given in the vocabularies.

EXERCISE 23.

1. All the charioteers immediately urged on the horses. 2. Many women hasten to-the-same-place. 3. The thoughtless king foolishly let-go the hostages. 4. Ye cultivate the fertile fields far-and-wide. 5. The bold enemy (pl.) fight bravely. 6. The unfortunate sailors eagerly repaired the ship. 7. I soon assist the wounded man. 8. The soldiers take the fortified city with-difficulty. 9. Idle messengers never make-haste. 10. Ye compose verses beautifully.

assist, *juva*-
beautifully, *pulcrē*.
bravely, *fortiter*.
charioteer, *auriga*-
eagerly, *cupidē*.
far-and-wide, *lātē*.
foolishly, *stultē*.
hasten, *propera*-
immediately, *statim*.

idle, *ignāvo*-
let-go, *dimitt*-
never, *nunquam*.
soon, *cito*.
to-the-same-place, *eodem*.
thoughtless, *imprudent(i)*-
with difficulty, *aegrē*.
wounded, *saucio*-

EXERCISE 24.

1. Vēlōcēs capri lupōs aegrē fugiunt. 2. Ignāvi servī cupidē aufugiēbant. 3. Novam lintrem cito rapimus. 4. Doceo ignāvum puerum. 5. Atrōcem imperātorem nunquam timēa. 6. Rēs periculōsae divitēs statim terrent. 7. Clāmor imprudentem civem permovet. 8. Miserum captivum stultē monēbās. 9. Faber sapiens filium filiamque aegrē docebat. 10. Magnae injūriae omnēs viātōrēs terrent.

NOTE.—It is expected, that by this time the pupils are able to decline with facility any noun with a *consonant-stem* or an *i-stem*. And they should also be able to conjugate, without hesitation, the two tenses of the verb hitherto explained, from stems ending in any letter.

LESSON XIII.

Pupils should now commit to memory the table of the endings of nouns with *a*-stems (the *first* declension), and the example given of it at page 205; and they should as soon as possible be made to decline all nouns of this class which occur in the exercises, as well as those of the *third* declension. It should be pointed out that feminine adjectives, ending in *a*, have the same declension precisely.

EXERCISE 25.

1. The weary citizens lay aside (their) gowns. 2. The active maid-servants draw water. 3. The savage guards quickly bind the unfortunate prisoner. 4. We were propping-up the falling house. 5. Ye mend the old clothes. 6. All the soldiers leaped-down at once. 7. I come to (*ad*) the city. 8. You bury the unfortunate commander by-night. 9. The priest gladly hears the wise speech. 10. The eagles were flying-together from all sides.

active, *gnāvo*-
at once (together), *simul*.
bind, *vinci*-
by night, *noctū*.
clothes, *vesti*-, f.
commander, *praefecto*-
draw (as water), *hauri*-
eagle, *aquila*-
falling, *cadūco*-
from all sides, *undique*.

fly-together, *convola*-
gladly, *libenter*.
gown, *toga*-
leap down, *dēsili*-
maid-servant, *famula*-
mend, *resarci*-
no one, *nēmō*-
prop up, *fulci*-
weary, *fesso*-

EXERCISE 26.

1. Veterem turrim celeriter fulcis. 2. Nemo novam togam resarcit. 3. Dives pastor benignum amicum sepeliēbat. 4. Collaudo fortem imperātorem. 5. Omnēs agrōs latē arās. 6. Improbū captivum damnābātis. 7. Turpēs senātōrēs miseram multitudinem fallunt. 8. Leporem velōcem capit canis. 9. Recentēs injūriāe fortem principem permovent. 10. Flōs cadūcus dolōrem excitābat.

LESSON XIV.

22. We have now spoken of the mode of forming the nominative and accusative cases of all nouns, *masculine* and *feminine*. It remains to give the modes of forming the same cases for *neuter* nouns. And it must be observed, that in all neuter nouns **the nom. and acc. sing. do not differ in form, nor do the nom. and acc. plur. differ in form.** It is thought best to exhibit in one view all the rules for the formation of these cases of neuter nouns, though examples will be introduced separately in the exercises.

23. *Neuter-stems* form their *nom.* and *acc. sing.* and their *nom.* and *acc. plur.* by making the changes and additions which in the annexed table are stated opposite to the stem-letters.

Stem-letters.	to make the <i>nom.</i> and <i>acc. sing.</i>		to make the <i>nom.</i> and <i>acc. plur.</i>	
	change	add	change	add
1. <i>e</i> ,	to <i>u</i> ,	<i>u</i> .	<i>e</i> to <i>a</i> ,	<i>a</i> ,
2. <i>i</i> ,	to <i>e</i> ,	<i>nothing</i> .	<i>nothing</i>	<i>a</i> ,
3. <i>es</i> , <i>os</i> ,	to <i>us</i> ,	"	<i>s</i> to <i>r</i> ,	"
4. <i>al</i> , <i>ar</i> ,	to <i>al</i> , <i>ar</i> ,	"	<i>nothing</i> ,	"
5. <i>d</i> , <i>t</i> , <i>ll</i> , <i>rr</i> , <i>ss</i> ,	drop last letter,	"	"	"
6. any thing else,	<i>nothing</i> ,	"	"	"

EXAMPLES.

Neuter Stems.	Nom. and Acc. Sing.	Nom. and Acc. Plur.
1. regno-	regnum,	regna.
2. gravi-	grave,	gravia.
3. onus-	onus,	onera.
4. calcâr(i)-	calcar,	calcârâ.
5. cord- oss-	cor, os,	cordâ, ossa.
6. fulgur-	fulgur,	fulgura.

NOTE.—1st. In all neuter nouns the *nom.* and *acc. plur.* end in *a*.

2d. As it was seen in § 5 that the *e* in words like *miles* is changed to *i* when any ending, *making a new syllable*, is added, so, words ending in *es* change the *e* to *i*, under the same circumstances: thus, *flûmen* makes *nom. plur.* *flûmina*; so also, *caput* makes *nom. plur.* *capita*.

3d. The four words, *femor*-, *jecor*-, *ebor*-, *rôbor*-, like nouns in the 3d class, change *o* to *u* in the *nom. sing.*

In the next exercise, no neuter words will be introduced, except such as end in *o*-, making class 1st in the above table.

EXERCISE 27.

1. The fortified town easily keeps-off the enemy (*pl.*). 2. I see the dangerous conflagration. 3. You mix the new wines. 4. We fear the savage battle. 5. Ye hold many kingdoms. 6. The sharp missiles alarm the soldiers. 7. Long-enduring joy kept possession of the mind. 8. The black herd immediately devoured the fodder.

battle, *proelio*-, n.

black, *nigro*-

conflagration, *incendio*-, n.

devour, *vora*-

easily, *facile*.

fodder, *pabulo*-, n.

hold, *tene*-

joy, *gaudio*-, n.

keep-off, prohibe-

keep-possession of, obtine-

kingdom, *regno*-, n.

missile, *telo*-, n.

long-enduring, *diuturno*-

mix, misce-

town, *oppido*-, n.

wine, *vino*-, n.

EXERCISE 28.

1. Acūtum telum audācem aurigam vulnerat. 2. Magnum incendium miserās mulierēs terret. 3. Nova gaudia juvenem animum excitant. 4. Nigrum armentum campum lātum percurrēbat. 5. Magna armenta alo. 6. Difficilem rem celeriter conficio. 7. Pater benignus puerum amābat. 8. Parva oppida imperātor et militēs servābant.

LESSON XV.

By looking back to § 15, it will be seen that the **future tense-stem** is made in two ways, which may be thus briefly represented:

Stems

ending in

a, e,

i, u, or a consonant,

take the ending

-b- Call this the **b-future**.

e- Call this the **e-future**.

NOTE.—1st. The **b-future**, as ending in a consonant, of course takes the person-endings given in the second column in Lesson VII.

2d. The **e-future** takes the person-endings given in the first column.

3d. The tense-ending *e* is changed to *a* in the 1st person sing.

24. The verb *i-*, "go," and all its compounds, takes the *h*-future.

25. The verb *da-*, "give," keeps the vowel short before *all syllabic endings*.

EXAMPLES.

	1st. Conj.	2d. Conj.	4th. Conj.	3d. Conj.	
	ama-	mone-	audi-	reg-	i-, "go,"
Sing. {	1. <i>I shall</i> , amābo,	monēbo,	audiam,	regam,	ibo,
	2. <i>Thou wilt</i> , amābis,	monēbis,	audies,	reges,	ibis,
	3. <i>He will</i> ; amābit;	monēbit;	audiet;	reget;	ibit;
Plur. {	1. <i>We shall</i> , amābimus,	monēbimus,	audiēmus,	regēmus,	ibimus,
	2. <i>You will</i> , amābitis,	monēbitis,	audietis,	regetis,	ibitis,
	3. <i>They will</i> , amābunt.	monēbunt.	audient.	regent.	ibunt.

The pupils had best now commit to memory the endings of the second declension (*o*-stems), and the examples given therewith on p. 206. As we have now spoken of neuter nouns of this declension, it will be well to call attention to the declension of the adjective at page 206, which presents the neuter forms, as well as the masculine. It is recommended that, as a general rule, boys be required to decline an adjective only in the gender in which it is used at the time, though they should of course be able to give all the forms together.

EXERCISE 29.

1. The kind master will gladly undertake the business. 2. I will finish the new buildings. 3. You will seize the wooden shield. 4. We will quickly buy-up the ripe corn. 5. The conquered allies will fear the adverse javelins. 6. Ye will preserve (your) allies and the fortified town. 7. I will give the signal, and will lead-up the auxiliary-forces. 8. Gold and silver will not procure happiness.

adverse, <i>adverso</i> -	javelin, <i>pilo</i> -, n.
auxiliary forces, <i>auxilio</i> -, n. (pl.)	lead-up, addūc-
building, <i>aedificio</i> -, n.	not, <i>nōn</i> .
business, <i>negotio</i> -, n.	procure, para-
buy-up, <i>coēm</i> -	ripe, <i>mālūro</i> -
corn, <i>frūmento</i> -	signal, <i>signo</i> -, n.
conquered, <i>victo</i> -	silver, <i>argento</i> -
give, <i>da</i> -	shield, <i>scūto</i> -, n.
gold, <i>auro</i> -, n.	wooden, <i>ligneo</i> -

EXERCISE 30.

1. Atrōcēs canēs armentum prohibēbunt. 2. Dives rēx oppidum ornābit. 3. Adversa proelia imperātōrem perterrent. 4. Improbū captivum interficiam. 5. Praefectus multa auxilia addūcet. 6. Frāter ignāvus nunquam negōtium conficiet. 7. Militēs fessi scūta et pilā depōnēbant. 8. Gravēs lapidēs pastor dējiçit.

LESSON XVI.

In the following exercises neuter nouns with *i*-stems will be introduced, forming the second of the classes given in Lesson XIV. Neuter adjectives with *consonant*-stems will be also used: and in regard to these it is to be particularly noted that they take the ending *s* in the *nom.* and *acc. sing. neuter*, just as the *nom. sing. mas.* does. As nouns with consonant and with *i*-stems have been already learned by heart, it will be well that now the adjectives given at page 202, as examples of the complete declension of these stems should be committed to memory.

EXERCISE 31.

1. The thin net will shut in all the birds. 2. The wide sheepfolds will confine the sheep. 3. The sweet wine hardly filled the cask. 4. The wise plan will charm the unfortunate common-people. 5. The calm sea will again allure the travellers. 6. A soft couch will support the weary woman. 7. A great multitude quickly fills all the seats. 8. The messenger undertakes the disgraceful business.

again, *rursus*.
allure, *allic(i)-*
bird, *avi-*, f.
calm, *placido-*
cask, *cado-*, m.
couch, *cubili-*, n.
faithful, *fidelis*.
fill, *comple-*
hardly, scarcely, *vix*.
meadow, *prato-*, n.
net, *reti-*, n.

plan, *consilio-*, n.
reward, *praemio-*, n.
sea, *mari-*, n.
seat, *sedili-*, n.
sheep, *ovi-*, f.
sheepfold, *ovili-*, n.
shut-in, *includ-*
similar, *simili-*
soft, *molli-*
sweet, *suaui-*
thin, *leni-*

EXERCISE 32.

1. *Fidelia consilia audio.* 2. *Difficilia negotia conficiebam.* 3. *Savia vina hauriam.* 4. *Ferox consilium proponia.* 5. *Ovile novum vendebam.* 6. *Simile praemium contempne.* 7. *Avis tenuis rete videt.* 8. *Acutum pilum impetum prohibebat.* 9. *Agricola matrum frumentum habebat.* 10. *Pretiosa praemia dabamus.* 11. *Mollia cubilia ornabatis.* 12. *Feracia praeta cives arabant.*

LESSON XVII.

In the following exercises, neuter nouns in *es* or *os*, will be introduced, which constitute the 3d class in the table given in Lesson XIV. Their complete declension can now be learned as given at page 202.

EXERCISE 33.

1. The heavy load will weary the beast-of-burden. 2. The lieutenants and centurions were eagerly hastening the works. 3. The old wound again torments the unfortunate beggar. 4. The waves soon wear away the soft shore. 5. Food nourishes the body. 6. The hungry sailors will at-once tear-off the hard hides. 7. The huge weight presses down the light ship. 8. Faithful citizens always keep a treaty.

at once, *statim*.
beast-of-burden, *jumento*-
body, *corpos*-
centurion, *centurion*-
hard, *duro*-
hasten, *matūra*-
hide, *tergos*-
huge, *ingens(i)*-
hungry, *jējano*-
lieutenant, *legato*-
load, *ones*-
nourish, *al-*

press down, deprim-
shore, litos-
tear-off, derip(i)-
torment, crucia-
treaty, foedes-
wave, fluctu-
wear away, atter-
weary, fatiga-
weight, ponder-
work, opes-
wound, vulnes-

EXERCISE 34.

1. *Jumentum gravia pondera aegrē portabit.* 2. *Diligentēs fabri magnum opus cito conficiebant.* 3. *Multae aves litus petent.* 4. *Vetera foedera injuriam vetabant.* 5. *Fortes coloni novās terrās statim*

petunt. 6. Nemo magnum onus libenter portabit. 7. Multa tergora coemo. 8. Rex omne frumentum coemet, et fortēs milites conscribet. 9. Turpe vulnus ignāvus miles accipit. 10. Miserum corpus acūsus gladius vulnerabat. 11. Imprūdēns consilium stultum centuriōnem fallebat. 12. Ingentia onera vix sustinebimus.

LESSON XVIII.

In the following exercises ~~other~~ nouns will be introduced belonging to the 4th, 5th and 6th classes, as given in Lesson XIV. See also the notes in that lesson. The declension of the other neuter nouns given at page 202 can now be learned by heart.

EXERCISE 35.

1. The sharp spur wounds the side. 2. The horse-soldier lays aside (his) spurs. 3. We will pay all the tax every year. 4. The bold king seized the valuable taxes. 5. The fortunate conquerors shall eat corn and honey. 6. The faithful heart cultivates honor. 7. Severe pains were attacking the knees. 8. I will bury the corpse in the morning.

attack, invād-
bee, *api*-, f.
contest, *certāmen*-
corn, *farr*-, n.
corpse, *cadāver*-, n.
eat, *ed*-
every year, *quotānnis*.
fortunate, *fēlic(i)*-
grass, *grāmen*-
heart, *cord*-, n.
honey, *mell*-, n.
honor, *honestāt*-

in the morning, *māne*.
knee, *genu*-, n.
pay, *pend*-
river, *flūmen*-
severe, *gravi*-
side, *latus*-
spur, *calcār(i)*-, n.
strength, *rōbor*-, n.
tax, *vectigal(i)*-, n.
thigh, *femor*-, n.
threshold, *limen*-
war, *bello*-, n.

EXERCISE 36.

1. Nigrae ovēs omne grāmen celeriter edent. 2. Ferōx bellum imperātor suscipit. 3. Misera femora rōbur āmittunt. 4. Fēlix perfuga vetus limen libenter transit. 5. Grave vectigal aegrē pendētis. 6. Jējūnum armentum viride grāmen cupidē edēbat. 7. Molle cubile fessum latus fulcit. 8. Ingens flūmen omnēs pontēs dēripit. 9. Suāve mel apēs reportant. 10. Magnum gaudium corda complēbit.

LESSON XIX.

Compare the sentences—

1. The slave kills the master. Servus dominum occidit.
2. The slave runs. Servus currit.

26. Verbs like that in the second sentence, since they do not speak of an action as *directed towards an object*, and do not therefore admit an accusative case after them, are called **Intransitive** verbs, while verbs, like that in the first sentence, which have been almost wholly employed hitherto, are called **Transitive** verbs.

If intransitive verbs are connected with an accusative case, it must be generally *by the help of a preposition*.

27. Prepositions are undeclined words (or particles), the primary use of which was to express *the relative positions of things in space*; for example: in the sentences, "the bird is *upon* the branch:" "he goes *into* the wood:" "the boy sleeps *on* the grass:" the words *upon, into, on*, are prepositions.

In Latin, prepositions are only followed by *nouns in either the accusative or ablative case*. At present we shall only give the principal ones which are followed by an accusative case.

ad, <i>to</i> .	ob (<i>towards</i>), <i>on account of</i> .
ante, <i>before</i> .	per, <i>through, across</i> .
apud, <i>near</i> .	post, <i>after</i> .
circum, <i>round</i> .	praeter, <i>beside, beyond</i> .
contrā, (<i>facing</i>), <i>against</i> .	sub, <i>under</i> .
ergā, <i>towards</i> .	suprā, <i>above</i> .
in, <i>into, against</i> .	trans, <i>across</i> .
inter, <i>between, among</i> .	ultrā, <i>beyond</i> .

NOTE.—1st. Some of these are the same as some of the prefixes given in Lesson VI.

2d. It has been said that the above prepositions are followed by an *accusative case*: and it may generally easily be seen that, when so used, the accusative case has the same kind of meaning as it has always had in the preceding exercises: viz., that of being *the object or end of action or motion*.

EXERCISE 37.

1. I come to the city. 2. You go-acrossthe broad river to the fortified town. 3. The base deserter flees-away into the thick wood. 4. The unfortunate boy falls-down into the lake. 5. We will dig a deep ditch around the camp. 6. Ye were carrying the fodder across the wide plain. 7. The general sends the conquered enemy (*pl.*) under the yoke. 8. The commander led (his) army beyond the mountain.

camp, *castro*-, n. plur.
deep, *allo-*
dig, *fod(i)-*
ditch, *fossa-*
fall-down, *dēcid-*
lake, *lacu-*

run, *curr-*
thick, *denso-*
wood, *silva-*
wide, *lato-*
yoke, *jugo*-, n.

EXERCISE 38.

1. Imperator militēs in dūrum bellum dūcit. 2. Hostēs impetum contrā densōs ordinēs ācriter faciunt. 3. Nāvem ad litus appellēbam. 4. Timida avis in silvam ēvolat. 5. Gnāvus faber difficilia opera cito conficiet. 6. Vēlōx equus per agrōs currit. 7. Acūta calcāria equum in hostem incitant. 8. Magistrum in viam dēvoco.

LESSON XX.

In all the preceding exercises the *nominative* and the *accusative* cases of the noun have been the only ones used. Those exercises ought to have taught the pupils distinctly and unmistakably that

28. (1) The *nominative* case with an active verb expresses *the doer of the action described by the verb*; it is always *either the subject of the sentence* (that about which the assertion is made), or *some word in agreement with the subject*.

(2) The *accusative* case is used *in general* to express *that which is the object of an action, or that toward which some motion is directed*.

Let these two principles be firmly fixed in the memory and understanding before proceeding further.



29. Let this rule also be learnt. Motion to *towns* or *small islands*, and also motion *homeward* (*domu-*), or to the *country* (*rūs-*), is expressed by putting the proper names of *towns* or *small islands*, or the words *domu-* and *rūs-*, in the *accusative case* without a *preposition*. *As*,

Regulus Carthāginem redit. *Regulus returns to Carthage.*

Ibant domum capellae. *The she-goats were going home.*

30. Some verbs, moreover, which signify "asking," "teaching," "concealing," are followed by *two accusatives*, one expressing the person and the other the thing. *As*,

Pācem tē poscimus omnēs. *We all beg peace of you.*
 Docēbo puerum illam artem. *I will teach the boy that art.*
 Iter omnēs cēlat. *He conceals the road from all.*

EXERCISE 39.

1. All the soldiers will return to Rome. 2. The ambassadors has tened to Carthage. 3. The master taught the boys grammar. 4. The ambassadors demanded-back the image from-the-praetor. 5. Caesar every-day (*quotidiē*) kept-calling-for (*flagita-*) corn from-the-Aedui. 6. Caesar conceals all (his) plans from-the-enemy (*pl.*).

Aedui, *Aeduo-*
 ask, roga-
 Carthage, *Carthāgon-*, f.
 conceal, cēla-
 country, *rūs-*, n.
 demand-back, repose-
 grammar, *grammatica-*

image, *simulācro-*, n.
 master, *magistro-*
 mind, *ment(i)-*, f.
 return, redi-
 praetor, *praetor-*
 Saguntum, *Sagunto-*, n.

EXERCISE 40.

1. Imperātor Rōmam lēgātōs mittit. 2. Consul praetōrem sententiam rogābit. 3. Improbus homo rūs āvolat. 4. Multī philosophī nunquam domum revenient. 5. Deum rogat bonam mentem. 6. Rēs Rōmānās amicum nōn cēlābat. 7. Pater multās rēs ūtīles filium docēbit. 8. Hannibal Saguntum magnās cōpiās dūcit.

LESSON XXI.

The next case to be treated of is the genitive.

31. The genitive case in its primary meaning appears to have denoted *the source from which something comes*: this notion is very commonly expressed in English by the preposition *of*, as in the words "by order *of* the king," which implies that the order proceeded from the king; and the word "*of*" so often expresses the meaning of the genitive case that it is said in many grammars to be *the sign of the genitive case*. It will be best, however, to get such a clear notion of *the general use* of the genitive case as may enable us to decide when it is proper to employ it, without regard to the particular preposition which may happen to be used in the English.

32. The commonest use of the genitive case is **to limit the meaning of a noun or adjective**. For example, compare the following sentences: "The soldiers fight bravely:" "The soldiers *of the tenth legion* fight bravely." It is clear that the word "soldiers" is used in a *narrower* sense, is *more limited* or *confined* in its application, in the second sentence than it is in the first.

This limitation is generally effected by mentioning—

<i>Call these. the</i>					
33.	1.	What is <i>productive</i> of the limited noun.	subjective	genitive.	
34.	2.	" the <i>object</i> of	"	objective	"
35.	3.	" <i>inclusive</i> of	"	inclusive	"
36.	4.	" the <i>possessor</i> of	"	possessive	"
37.	5.	" <i>connected</i> with	"	conjunctive	"
38.	6.	" <i>descriptive</i> of	"	descriptive	"

Thus, in the following sentences we have

- | | |
|-------------------------------------|---------------------------------|
| 1. The command <i>of the king</i> , | the <i>subjective</i> genitive. |
| 2. The love <i>of virtue</i> , | the <i>objective</i> " |
| 3. A part <i>of the night</i> , | the <i>inclusive</i> " |
| 4. <i>The boy's</i> book, | the <i>possessive</i> " |
| 5. <i>Caesar's</i> father, | the <i>conjunctive</i> " |
| 6. A man <i>of virtue</i> , | the <i>descriptive</i> " |

39. NOTE.—The subjective and objective genitives may be most readily distinguished by *supposing the limited noun to be changed to the corresponding verb*, and then seeing whether the word in the genitive would stand as the *subject* or as the *object* of it; for example:

- (1.) "The command of the king" becomes "the king commands."
- (2.) "The love of virtue" becomes "I love virtue."

40. It must be observed particularly that the descriptive genitive in Latin can never be employed *unless an adjective is joined with it*; thus, we cannot say "*homo virtutis*," though we can say "*homo magnae virtutis*."

As it is very important that this lesson should be well understood, no exercise will be here given; but it is recommended that the teacher should avail himself of the examples given in the subsequent *English* exercises to impress firmly on his pupils' minds the general use of the genitive case, and the distinctions in the mode in which the limitation is effected. Time spent on this and on still further enforcing the fundamental uses of the nominative and accusative cases, as stated in the preceding lesson, will, it is firmly believed, be employed in the best possible way. Of course it is not intended that the above distinctions will meet every case, but only that in most of the sentences hereafter given one or other of them will be clearly applicable.

LESSON XXII.

The rules for forming the *genitive case singular* and *plural* are presented here in one view: but it is not necessary that they should all be learned at once, as exercises will be given upon them separately.

Stems ending in	Declension as given in grammars.	to form the genitive case	
		Singular.	Plural.
1. any consonant ,	3d.	add is ,	add um .
2. i ,	3d.	" s ,	" "
3. u ,	4th.	" -s ,	" "
4. e ,	5th.	" i ,	" -rum
5. o ,	2d.	change to i ,	" "
6. a ,	1st.	add e , making a [diphthong.	" "

In the present lesson no genitive cases will be introduced but those made on consonant-stems, which form the first of the classes given in the above table.

LESSON XXIV.

In the following exercises genitive cases will be introduced made upon *u*-stems, forming the third of the classes given in the table in Lesson XXII.

NOTE.—The two stems *gru-*, “a crane,” and *su-*, “a boar,” or “a sow,” are declined like the consonant or third declension, and therefore make the *gen. sing.* “gruis,” “suis.” Also, *anu-*, “old-woman,” has sometimes “*anuis*” instead of “*anūs*.”

Let the declension of a neuter noun in *u*, given at page 207, be now learned.

EXERCISE 45.

1. The wagons will carry the wounded-men and the baggage of the brave army at-the-same-time. 2. The quickness of the disgraceful retreat wearies the horses and oxen. 3. I was waiting-for the result of the bold attempt. 4. We feared the greatness of the waves and tempests. 5. You gladly assisted the daughters of the magistrate. 6. The size of the horns of the animal will astonish the hunter. 7. The chiefs of the senate, not (being) ignorant of the result of the contest, feared the tribunes of the common-people. 8. I secretly open all the gates of the house.

astonish, *stupefac(i)-*
attempt, *cōnātu-*
baggage, *impedimento-* q1.
cavalry, *equitatu-*
greatness, *magnitūdon-*
harbor, *portu-*
horn, *cornu-*, n.
hunter, *vēnātōr-*
ignorant, *ignāro-*
magistrate, *magistratu-*

ox, *bov-*, c., n. s. *bōs*.
prayer, *prec-*, f.
result, *eventu-*
retreat, *receptu-*
secretly, *clam*.
size, *amplitūdon-*
tempest, *tempestat-*
tribune, *tribūno-*
wounded-man, *vulnerato-*

EXERCISE 46.

1. Adventus exercitūs spem fortis rēgis augēbat. 2. Omnēs ordinēs peditātūs statim mittam. 3. Ob magnitūdinem aestuum litora vitābās. 4. Precēs senātūs potentem equitātūs praefectum vix permovēbunt. 5. Post mortem magistrātūs omnēs incolae donum vātis petunt. 6. Paucitās portuum nāvigātiōnem impediēbat. 7. Cornua animālis vēnātōrem vulnerant. 8. Difficultās cōnātūs liberōs latrōnis dēterrēbat.

LESSON XXV.

In the following exercises genitive cases made upon *ā*-stems* will be introduced, forming the 4th of the classes given in Lesson XXII. It will be worth while now for the pupils to learn by heart the endings of the *ā*-declension (the 5th) and the example of it, as given at page 207. When this is thoroughly learned, all the declensions of nouns and adjectives should be kept in constant practice, that the connection between the stem-letter and a particular mode of declension may be printed indelibly on the memory.

EXERCISE 47.

1. The companions of the fortunate merchant will not observe thoroughly the similarity of the thing. 2. The fear of destruction takes-possession-of the woman's mind. 3. The appearance of the army-in-battle-array alarms the barbarians. 4. Idle boys let-slip much of the day. 5. Little of hope remains (*superest*). 6. I shall at-length receive the reward of fidelity. 7. The wise man examines carefully the nature of things. 8. Delay of few days destroys the hope of victory.

appearance, *speciēs*-
army-in-battle-array, *aciō*-
barbarian, *barbaro*-, m.
carefully, *diligenter*.
day, *diēs*-, m., also, f. in sing.
delay, *mora*-
destroy, *perd*-
destruction, *perniciēs*-
examine, *explōra*-
few, *pauco*-,

fidelity, *fide*-
let-slip, *omitt*-
little, *paulo*-, n.
merchant, *mercātor*-
much, *multo*-, n.
nature, *nātūra*-
observe-thoroughly, *perspic(i)*-
similarity, *similitūdō*-
take-possession-of, *occupa*-
victory, *victōria*-

NOTE.—The two words *rē*- and *diē*- are the only ones of this declension which are commonly used in the genitive plural.

EXERCISE 48.

1. *Reī audācia uxōrem frātris stupefaciet.* 2. *Perniciēī timōrem clāmōr multītūdinis auget.* 3. *Similis rērum speciēs animum hominis*

* Words with *e*-stems have the stem-vowel marked *long*. It is always long, except (perhaps) in the *acc. sing.*, and sometimes in the *gen.* and *dat. sing.* of the words *spēs*, "hope," *rēs*-, "thing," *fide*-, "faith."

LESSON XXVIII.

As this will be the last lesson in which the only cases introduced are the *nominative*, the *accusative*, and the *genitive*, it is particularly desirable that teachers should avail themselves of every means of ascertaining whether their pupils thoroughly understand the various uses of these cases heretofore explained, before they allow them to proceed to sentences which are rendered more complex by the introduction of another case.

EXERCISE 53.

1. By-order (*jussu*) of the consul, I was leading a large part of the army through the defile. 2. An orator of singular eloquence will plead the cause of the wretched prisoners. 3. Cicero's daughter will go to-the-country to-morrow. 4. The robbers carry-off the riches of the avaricious citizen. 5. Love of glory rouses orators and poets. 6. A mind conscious of right never fears.

ability, *ingenio*-, n.
 avaricious, *avaro*-
 carry-off, *abrip(i)*-
 change, *mūta*-
 conscious, *conscio*-
 defile, *angustia*-, pl.
 fifteen, *quindecim*-, indecl.
 foot, *ped*-, m., n. s. *pēs*.
 form, *forma*-
 generally, *plērumque*.
 life, *vita*-
 mistress, *dominatrix*-

pass-, transig-
 public, *publico*-
 the rest, *reliquo*-, n.
 right, *recto*-, n.
 shape, *figūra*-
 singular, *singulari*-
 skilled, *perito*-
 sleepless, *insomni*-
 surpassing, *excellēt(i)*-
 thirty, *trigintā*-, indecl.
 vigorous, *acri*-

EXERCISE 54.

1. Omnium animalium formam vincit hominis figura. 2. Vir excellentis ingenii pueros regis grammaticam docet. 3. Agricola sapiens, rei publicae peritus, Romanum exercitum servat. 4. Fortuna rerum dominatrix vitis hominum plerumque mutat. 5. Pompeii filius acre bellum contra inimicos patris fortiter gerēbat. 6. Reliquum noctis milites transigebant insomnes. 7. Caesar Aeduos flagitabat frumentum triginta dierum. 8. Milites decimae legionis fossam quindecim pedum tandem perficient.

LESSON XXIX.

We now come to treat of the dative case.

In many grammars the English prepositions "to" and "for" are said to be *the signs of the dative case*. But as there are very many instances in which it is proper to employ those words, where the English could not be translated by the dative case in Latin, it will be best here, as we did with the genitive, to ascertain the primitive meaning of the dative case, and then to exhibit its commonest uses.

44. An examination of the Latin and kindred languages shows that the primary use of the dative case was to express **rest at** a place, or **nearness to** a place. This meaning is apparent in many instances, as will be seen below. But the derived meanings are much the most common. The connection of these derived meanings with the primitive one will be clear from the consideration that in general **things do not affect us for good or ill, unless they are brought, in some sense, into near connection with us**. We find accordingly that nearly always this notion of **being affected either for good or ill** is expressed by putting the noun denoting the person or thing so affected, into the *dative case*.

The following are instances in which the *dative case* would be proper in Latin.

- | | |
|-----------------------------------|-----------------------------|
| (1.) I remain at Rome, | <i>maneo Rōmæ.*</i> |
| (2.) I do good to the soldier, | <i>militi benefacio.</i> |
| (3.) The wind hurts the tree, | <i>ventus arbori nocet.</i> |
| (4.) I give the money to the boy, | <i>do puerō pecūniā.</i> |

49. * That *Rōmæ* is here the *dative* or *locative* is admitted by the best authorities. See Anthon's edition of Zumpt's Grammar, p. 287; Andrews and Stoddard's Grammar (1857), p. 221; Key's Grammar (1858), p. 183; Donaldson's Latin Grammar, p. 124; Varronianus, p. 282.

The forms *Tarenti*, *Lesbi*, etc., are really remnants of an old dative or locative, *Tarentoi*, *Lesboi*. Compare the Greek use of the locative,

The following names are convenient to express each of these:

45. (1.) The dative of place, or **dativus loci**.
 46. (2.) The dative of advantage, or **dativus commodi**.
 47. (3.) The dative of disadvantage, or **dativus incommodi**.
 48. (4.) The dative of transmission, or **dativus transmissionis**.

The three last may perhaps be expressed sufficiently by calling each of them a **Dative of interest**.

As was done in treating of the genitive, exercises will be omitted in this lesson, to give the teacher an opportunity of impressing the above principles and distinctions upon the understanding of his pupils. It will be observed in the third of the above instances that the *dative* case is often proper in Latin where the English idiom uses a regular transitive verb, and therefore employs no preposition. The verbs which require a *dative* case in Latin, while the corresponding English ones take the accusative, will be marked in the vocabularies by the syllable "*dat.*" printed after them. Sometimes, it will be observed, Latin verbs take a dative and an accusative case at the same time: these, of course, are all transitive verbs, which take *their object*, as usual, in the accusative case, but require a dative case also in one of the senses given above.

It is hoped that teachers will use the ensuing *English* exercises to impress these facts and distinctions on the minds of their pupils, before they have to write any sentences.

oikos, "at home," with the regular and more recent dative, *oikō*. We find, moreover, *Tyrō*, "at Tyre," in *Virg. Aen. IV.*, 36 (Wagner), and *Lāviniō*, "at Lavinium," in *Liv. V.*, 52 (Alschevski). And in the 3d declension there is no doubt that the forms *Carthāgīnī*, *Tiburī*, etc., are proper, though they were shortened by the poets. We have *Tiburī* in *Cic. ad Att. XVI.*, 3, 1, (Nobbe). Of course in the same way, *domī*, *humī*, *militiāe*, *rūrī*, *bellī*, are locatives; and as we have seen above that we find the regular *dative* form for the *locative*, so good MSS. give *aliēnae domū* in *Cic. Tusc. I.* 22, 51., though Orelli reads *domī*. There are many other instances of so-called genitives, which are best explained as locatives.

LESSON XXX.

The following table presents the modes of forming the dative case singular and plural for nouns of various stems.

For Stems ending in	Declension as given in the Grammars.	Singular.	Plural.
(1.) any consonant ,	3d.	add i ,	add ibus .
(2.) u ,	4th.	" "	" bus .
(3.) e ,	5th.	" "	" "
(4.) i ,	3d.	lengthen i ,	" "
(5.) o ,	2d.	" o ,	change to ia .
(6.) a ,	1st.	add e , making a [diphthong].	" "

NOTE.—In class (2), the *u* of the stem is generally changed to *i* before the ending **bus**.

In the following exercises nouns of the first three classes of the above table will be introduced.

EXERCISE 55.

1. We were selling bread and eggs to the traveller. 2. I gladly grant the remaining part of the village to the army. 3. The wise merchant persuades the king. 4. The violence of the storm is injurious to the flowers. 5. We will set-over the affair the skilful workman. 6. The cruel conqueror of the state did not spare the multitude of women and children. 7. The faithless deserter will favor the attempts of the enemy. 8. The joyful multitude gives thanks to the merciful magistrate.

be injurious to, *noce-*, *dat.*
bread, *pāni-*, *m.*
cruel, *crūdeli-*
egg, *ovo-*, *n.*
favor, *fave-*, *dat.*
grant, *conced-*,
give (as thanks), *ag-*,

merciful, *clement(i)-*
persuade, *persuade-*, *dat.*
set-over, *præfic(i)-*, *dat.*
spare, *parc-*, *dat.*
thanks, *gratia-*, *plur.*
violence, *vis(i)-*, *f. n. s. vis.**
village, *vilco-*, *m.*

* The stem of this word is probably that given in the text, though the singular is inflected as if from *vi-*.

EXERCISE 56.

1. Ferōcī victōrī nōn favēmus. 2. Multitudinī captīvōrum libertātem concēdēmus. 3. Sapiens princeps senātui facile persuādēbit. 4. Veterī arbori ventī et imbrēs nocēbant. 5. Exercitui sociōrum pānem et vinum dabimus. 6. Sacerdōtibus grātiās agēbam. 7. Ferōcibus gentibus rēx magistrātum statim praeficit. 8. Audāci explorātōri parco.

LESSON XXXI.

In the following exercises examples of the dative made upon *i*-stems will be introduced. These form the 4th class given in Lesson XXX.

EXERCISE 57.

1. You resisted the brave citizen boldly. 2. The wise inhabitants favored the useful thing. 3. Ye will give great rewards to-the-brave citizen. 4. The prudent consul carefully provides-for all the events of a long war. 5. Our enemies cruelly betray the deserter to-the-powerful magistrate. 6. I will put-forth a new plan to-the-citizen. 7. Thieves generally prefer nights to-days. 8. The joyful girl will give water to-the-birds.

betray, prōd-
night, noc(i)-, f.
prefer, antepōn-, dat.
provide for, prospic(i)-, dat.

prudent, prūdēt(i)-
resist, resist-, dat.
sad, tristi-
useful, utili-

EXERCISE 58.

1. Tristī patrī filius crudēlis nōn prospicit. 2. Fortī cohortī mollia cubilia incolae sternunt. 3. Honestae mortī turpitudinem nōn antepōnēbat. 4. Saevī lupī ovilibus nocent. 5. Densum nemus avibus amplam domum praebet. 6. Classī Rōmānōrum hiems valdē nocēbat. 7. Castra hostibus turpiter prōdēs. 8. Civibus omnia frūmenta vendimus.

LESSON XXXII.

In the following exercises dative cases made upon *o*-stems will be introduced, forming the 5th of the classes given in the table in Lesson XXX.

EXERCISE 59.

1. The brave nations will willingly submit to-the-Roman people. 2. The general sets the bold soldier over-the-hostile town. 3. Unfortunate prisoners often prefer death to-sad exile. 4. Ye will not betray the hostages to-the-enraged barbarians. 5. The slowness of the enemy will bring safety to-our allies. 6. The cruel king was staying at-Gabii. 7. The army will not trust to-the-foolish general. 8. The centurions are selecting a place suitable for-the-camp.

attend to, stude-, dat.
bring to, affer-, dat.
exile, exsilio-, n.
fiery, igneo-
Gabii, Gabio-, m. plur.
hostile, hostili-
often, saepe.
place, loco-, m. (also n. in pl.)
put upon (i. e.,
order to provide) } impera-, dat.

report, nuntia-
select, delig-
set-against, oppon-, dat.
slowness, tarditat-
stay, remain, mane-
submit, obtempera-
suitable, idoneo-
trust to, believe, cred-, dat.
willingly, ultrō.

EXERCISE 60.

1. Lēgibus civitātis diligenter studeo. 2. Improbis pueris magister nunquam crēdebat. 3. Spem salutis fessō militi adventus nāvis afferēbat. 4. Praefectus multum pābulum hostili oppidō imperābit. 5. Pulcrō flōri sōl igneus nocet. 6. Laetus explorātor adventum exercitūs miseris civibus nuntiat. 7. Miles ligneum scūtum telis hostium oppōnebat. 8. Diem audāci cōnātui idōneam statim constituam.

LESSON XXXIII.

In the following exercises datives made upon *a-stems* will be introduced, forming the 6th of the classes given in Lesson XXX.

EXERCISE 61.

1. You will buy clothes suitable for your beautiful daughter. 2. The army of Hannibal remained at-Capua many months. 3. The conquering army will make a departure like a flight (*dat.*). 4. The foot-soldiers bring assistance to-the-troops of horse-soldiers. 5. I will impose severe labors on-the-slothful maid-servants. 6. The consul remained in-the-country (*dat.*) during (*per*) the whole assembly. 7. The general remained the whole night at-his-own-house (*suae domi*). 8. I promise many beautiful things to the girls.

assembly, *comitio*, n. pl.
assistance, *subsidiu*, n.
Capua, *Capua*-
departure, *profectio*-
Hannibal, *Hannibal*, m.
impose, *impōn*-*dat.*

month, *mensi*, m.
promise, *prōmitti*-
Rome, *Rōma*-
slothful, *pigro*-
troop, *turma*-
your, *tuo*-

EXERCISE 62.

1. Fessī legiōnis milites turmīs equitum aegrē resistunt. 2. Capuā multos equos et multum frumentum coemo. 3. Praefectus feracibus insulis frumentum pabulumque imperat. 4. Potentes principes reginae libenter parent. 5. Ignavi consules Romae manebant. 6. Stulti incolis non facile persuades. 7. Victi milites gladios et pila legatis tradunt. 8. Principes civitatis agriculturae student. 9. Consul suum domum venit. 10. Consul suae domi manet. 11. Tarquinius Gابيوس fugit. 12. Tarquinius Gابيوس manebat.

LESSON XXXIV.

All the forms of the dative case have now been treated of, and the teacher will, it is hoped, be careful in these concluding exercises to see that his pupils have completely mastered the principles and the forms already given.

It will have been observed that many of the verbs which are followed by a dative case are *compound* ones. This general rule had best be learned.

50. Verbs compounded with prefixes which denote "nearness to," are followed by a dative case.

51. The *dativus incommodi* is often used in speaking of acts done to a person or thing, where we should rather use the genitive or the ablative, as,

Linguam ei praeçidam, I will cut his tongue off (for him).
Homini vitam eripit, He takes the man's life away (for him).

EXERCISE 63.

1. The foolish people often give (*sing.*) honors to-unworthy (men).
2. We owe reverence to-our parents.
3. New countries will-be-added (*accid-*) soon to the Roman empire.
4. We prefer the virtues of the soul to-the-goods (*bono-*) of the body.
5. The orator will place-upon the free necks of the citizens a yoke of slavery.
6. The consul exposes (*his*) life to-the-missiles of the enemy.

affection, *cariat-*
 advantage, *utilitat-*
 bite, *morde-*
 deprive, *erip(i)-*,
 duck, *anat, f.*
 empire, *imperio-, n.*
 expose, *objic(i)-*
 finger, *digito-, m.*
 free, *libero-*
 give-way, *succumb-*
 hen, *gallina-*
 honor, *honor-*
 impress, *imprim-*

innocent, *innocent(i)-*
 neck, *cervic-, f.*
 old-age, *senectut-*
 put-behind, *i. e.,* } *posthabe-*
esteem-less,
 reverence, *reverentia-*
 slavery, *servitut-*
 stratagem, *dolo-, m.*
 take-away, *adim-*
 tender, *tenero-*
 unworthy, *indigno-*
 virtue, *virtut-*

EXERCISE 64.

1. Mors sola innocentem fortunæ eripit.
2. Imperator libertatem civibus statim adimet.
3. Tarquinius eventum doli Gabiis expectabat.
4. Boni magistri utilia praecepta mentibus teneris fideliter imprimunt.
5. iratae felēs digitos puellis mordent.
6. Anatum ova gallinis saepe supponimus.
7. Vir magnus senectutē nunquam succumbet.
8. Consul filii caritatem publicae utilitati posthabet.

LESSON XXXV.

52. The last case to be treated of is the **ablative**. The name given to the case implies that the grammarians supposed the characteristic meaning of it to be connected with *the act of removing or separating one thing from another*. This, it will be seen, is often the force of the ablative. But there are several uses of it which cannot be explained by this notion, and in which this case is closely allied to the dative, in its proper sense, as denoting *locality or rest in a place*. And, as the ablative has *always*, in Latin, *the same form as the dative in the plural, and not seldom in the singular*, it is thought that the case, *as it exists*, may be in reality the result of the gradual approximation in form of cases themselves originally different; namely, *the dative and a true ablative (or removal-case)* existing in the oldest period of the language. However this may be, it is only necessary here to state the commonest uses of the ablative, and to illustrate them by examples; by the help of which, and the English sentences in the ensuing exercises, it is hoped that a sufficiently clear conception of the proper mode of employing this case may be obtained before the pupils proceed any further.

The ablative case then is used to express—

53. (1.) *The place where a thing is done*, called the ablative of **locality**.

54. (2.) *The time when a thing is done*, called the ablative of **TIME WHEN**.

55. (3.) *The manner in which a thing is done*, called the ablative of **manner**.

56. (4.) *The circumstances under which a thing is done*, called the ablative of **circumstances**.

57. (5.) *The respect in which an assertion holds true*, called the ablative of **limitation**.

58. (6.) *The condition or quality of a thing*, called the ablative of **DESCRIPTION**.

59. (7.) *The point from which a removal takes place, called the ablative of separation.*

60. (8.) *The source or cause from which a thing arises, called the ablative of origin.*

61. (9.) *The means or instrument by which a thing is done, called the ablative of MEANS.*

62. (10.) *The price at which a thing is bought or valued, called the ablative of PRICE.**

Very frequently the force of the ablative in these various uses is rendered more distinct by the use of the prepositions, which are given below. But in the case of those which are printed in capitals a preposition is seldom, if ever, employed. The particular facts connected with this subject must be learned from the grammars or from observation. But the following rules are sufficiently clear to deserve mention here:

63. *The ablative of locality* nearly always requires a preposition unless an *adjective* is joined with it.

64. *The ablative of description* **always requires an adjective** with it, without a preposition; cf. the note on the *descriptive genitive* in § 40.

The following may be taken as examples of each of the above uses:

The ablative of

1. **Locality.** *Opportunō locō castra posuit. He pitched the camp in a favorable place.*

2. **Time when.** *Eādem nocte templum deflagravit. The same night the temple was burnt.*

3. **Manner.** *Silentio cōpias eduxit. He led out the troops in silence.*

4. **Circumstances.** *Magnō comitātū lēgātī veniunt. The ambassadors come with a great company.*

5. **Limitation.** *Lepōre omnibus praestitit. In wit he excelled all.*

6. **Description.** *Rēx statūrā fuit humilī. The king was of small stature.*

7. **Separation.** *Corinthō fugit. He fled from Corinth.*

8. **Origin.** *Mercurius Jove nātus. Mercury born of Jupiter.*

9. **Means.** *Taurī cornibus se tūtantur. Bulls defend themselves with their horns.*

10. **Price.** *Vile est vigintī minis. It is cheap at twenty minas.*

* The first six of the above uses are supposed to belong to the ablative in consequence of its relation to the dative. The rest are thought to be derived from the notion of separation or removal.

65. It has been said that the ablative case is very often joined with prepositions in some of the foregoing uses. The principal prepositions that are joined with the ablative are the following, with the annexed meanings:

a, ab or aba, <i>from, by.</i>	e or ex, <i>out of.</i>
absque, <i>without.</i>	prae, <i>before.</i>
cum, <i>along with, with.</i>	prō, <i>before, instead of.</i>
dē, <i>down from, concerning.</i>	sine, <i>without.</i>

66. The following also govern the *ablative*, with the annexed meanings, **when they do not imply motion.** Otherwise they are usually followed by the *accusative*.

in, <i>in.</i>	subter, <i>under.</i>
sub, <i>under.</i>	super, <i>above.</i>

This lesson has now extended to a considerable length; but it was thought best to put what was to be said in one place. No exercises will be given here, that teachers may have an opportunity of impressing these particulars on the minds of their pupils. The sentences in the ensuing English exercises will, it is hoped, supply a sufficient number of examples for this purpose.

LESSON XXXVI.

67. The following table presents in one view the mode of forming the *ablative* case singular and plural.

Stems ending in	to form the		
	decl.	abl. sing.	abl. plur.
(1.) a consonant ,	3d. add e ,		add ibus ,
(2.) i ,	3d. change i to e ,		" bus .
(3.) u ,	4th. lengthen stem-vowel ,		" "
(4.) ē ,	5th. "	"	" "
(5.) o ,	2d. "	"	change o to is .
(6.) a ,	1st. "	"	" a " "

68. **NOTE**.—1st. Many words with *i*-stems, particularly **nouns** and **all adjectives**, make the ablative singular by *lengthening the stem-vowel* like other vowel-stems.

2d. Adjectives printed like *ferac(i)* generally make the ablative singular by lengthening the *i*.

3d. The ablative plural is always the same in form as the dative plural.

In the following exercises words with any of the above stems will be introduced, as there is so much similarity in the mode of formation that it is thought no difficulty will be found in the application of the rules.

EXERCISE 65.

1. I will send all the women and children out-of the city by-night.
2. The bold hunter will wound the wild-boar with-a-spear. 3. In-the-course-of (*de*) the third watch the consul leads-out (*his*) army from the camp.
4. The stag runs-down from the mountain with-great quickness.
5. The victory will cost the Carthaginians (*dat.*) much blood and many wounds.
6. The bold shepherd presses the snake with-(*his*)-foot.
7. He was buying the books at-a-small price. 8. I shall escape out-of the wood along-with the guide.

blood, *sanguis*, m. n. s. *sanguis*.

book, *libro*-, m.

Carthaginian, *Poenus*, m.

cost (prop. *stand*), *stare*.

escape, effug(i)-

lead out, *educ*-

price, *pretio*-, n.

quickness, *celeritas*.

run-down, *decurre*-

small, *parvus*.

spear, *hasta*.

third, *tertius*.

watch, *vigilia*.

EXERCISE 66.

1. Ex flumine in silvam celeriter fugiamus. 2. In litore turris stabat. 3. Celeritate periculum effugiam. 4. Cum custode ex carcere clam exibis. 5. Piscatorum uxores in monte stabant. 6. Nigrum anguem sine timore tangebas. 7. Multitudine telorum hostes prohibebamus. 8. Nostrae copiae a litore cras discedent.

LESSON XXXVII.

EXERCISE 67.

1. We will encamp in-a-level place. 2. At Caesar's coming into Gaul, the Aedui held the chief-power. 3. I will easily persuade the slave by-the-hope of liberty. 4. You will soon learn from the brave inhabitant concerning the danger of the lieutenant and the legion. 5. At the third hour of the day we inform the consul of (*dē*) the destruction of the cohort.

Caesar, *Caesar*-
chief-power, *principātu*-
coming, *adventu*-
destruction, *interitū*-
encamp, consid-

Gaul, *Gallia*-
hour, *hōra*-
inform, *certior- fac(i)*-
learn, *cognosc*-
level, *aequo*-

EXERCISE 68.

1. Praefectum *dē* adventū exercitūs epistolā certiorē facio. 2. Milites ex nāve in mare audacter dēsilunt. 3. Hostēs cum tertiā parte cōpiarū trans flūmen considēbant. 4. Prūdens imperātor castra apertō locō pōnet. 5. Dicta crudēlium latrōnum mulierēs magnō dolōre afficiunt.

LESSON XXXVIII.

EXERCISE 69.

1. Ye were surrounding our foot-soldiers with cavalry and chariots at-the-same-time. 2. Meanwhile the prudent centurion surrounds the camp on (*ex*) every side with a high rampart. 3. The messenger carries the report of (*dē*) our victory to the city with-incredible quickness. 4. Ambassadors often came from the citizens to Caesar about (*dē*) peace. 5. The shepherds generally lived on-milk and flesh, and clothed (their) bodies with-skins of animals.

ambassador, *legato*-
chariot, *essedo*-, n.
clothe, *vesti*-
flesh, *caron*-, f (o omitted ex-
[cept in nom. s.)
incredible, *incrēdibili*-
live, *viv*-

meanwhile, *interēd*.
milk, *lact*-, n.
rampart, *vallo*-, n. and m.
report, *fūma*-
side, *part(i)*-, f.
skin, *pell*-, f.

EXERCISE 70.

1. Aeduoſ praecipuoſ honore ſemper habebam, pro antiqua et conſtanti fide in Romanum populum. 2. Repentina re perterriti, principes barbarorum trans latum flumen in ſuos fines magno cum periculo recedent. 3. Prima luce caſtra ex aequo loco movebit. 4. Homines conſtanti fide collaudo. 5. Hora diei circiter tertia laeti incolae de victoria noſtra ex fugitivoſ cognoscent.

We have now ſpokeſ of all the caſes of nouns except the *vocative*, or the caſe uſed in ſpeaking to a perſon. This caſe is invariably the ſame as the nominative, except in the *ſingular of the 2d declenſion (o-ſtems)*; and of theſe, thoſe ending in *ro*, which make their *nom. ſing.* in *er*, have the ſame form for the vocative and the nominative, as have all neuter nouns. On this account, the vocative caſe has been omitted in the tables of declenſion, as cauſing, if inſerted there, needleſſ repetition. It will have been learned from the table of the 2d declenſion, that in the only caſe where the vocative differs from the nominative, it is made by changing *o* of the ſtem into *e*. Proper names ending in *io*, and the words *filio*, “ſon,” and *genio*, “guardian ſpirit,” contract the letters *ie* of the vocative into *i*, as *Virgilio* makes *Virgiti*, *filio*, *ſiti*, and *genio*, *geni*.

As there is little peculiarity in the uſe of this caſe, it is not thought neceſſary to inſert any exerciſes upon it.

LESSON XXXIX.

69. As adjectives denote *qualities* as poſſeſſed by the things represented by nouns, and thoſe qualities are poſſeſſed in *different degrees*, it is neceſſary to have modes of indicating this: and theſe forms or modes of expreſſion are called in grammar “**degrees of compariſon**.” What theſe are, and the mode of forming them in Engliſh, will be at once ſeen from the following ſentences:

Charles is *tall*.

Charles is *taller*, or *more tall* than John.

Charles is the *tallest* of the family.

Positive degree.

Comparative degree.

Superlative degree.

Of course the Latin language must have means of expressing these same distinctions. We must now show what these are:

70. The general rule in Latin is this—

If the stem end in a vowel, omit it, and then

The *Comparative* is made by adding the ending **iôr-**

The *Superlative* “ “ “ **issimo-**

To this general rule we have the following exceptions:

71. (1.) If the stem end in **s, r, ro, ri**, the *superlative* ending is **rimo-**, and if the **r** is not preceded by **e**, an **e** must be inserted there; note also, that if the stem end in **s** the **s** is changed to **r**.

72. (2.) For the words

*facili-, difficili-,
simili-, dissimili-,
gracili-, humili-,* } the *superlative* ending is **limo-**

73. (3.) If the stem end in one of the verbal suffixes *dico-, fco-, volo-*,

The *Comparative* ending is **entiôr-**

The *Superlative* ending is **entissimo-**

EXAMPLES.—GENERAL RULE.

	<i>Comparative.</i>	<i>Superlative.</i>
alto-, <i>high</i> ,	altiôr-, <i>higher</i> ,	altissimo-, <i>highest</i> .
audâc(i)-, <i>bold</i> ,	audâciôr-, <i>bolder</i> ,	audâcissimo-, <i>boldest</i> .

1ST. EXCEPTION.

pauper-, <i>poor</i> ,	pauperiôr-, <i>poorer</i> ,	pauperrimo-, <i>poorest</i> .
âcri-, <i>keen</i> ,	âcriôr-, <i>keener</i> ,	acerrimo-, <i>keenest</i> .
vetes-, <i>old</i> ,	veteriôr-, <i>older</i> ,	veterrimo-, <i>oldest</i> .
pulcro-, <i>fair</i> ,	pulcriôr-, <i>fairer</i> ,	pulcerrimo-, <i>fairest</i> .

2D. EXCEPTION.

facili-, *easy*,
humili-, *low*,faciliōr-, *easier*,
humiliōr-, *lower*,facilissimē-, *most easy*.
humilissimē-, *lowest*.

3D. EXCEPTION.

maledico-, *scurrilous*,
mūnifico-, *bountiful*,maledicentiōr-,
mūnificentiōr-,maledicentissimē-,
mūnificentissimē-.

EXERCISE 71.

1. I see the lofty tower. 2. You see the loftier tower. 3. He sees the loftiest tower. 4. We send a faithful slave into the village. 5. Ye have a more faithful slave in the town. 6. They send the most faithful slaves with their (*suo*-) children. 7. I help the poor beggar. 8. You kill the poorer beggars with the swords. 9. The king drives out the poorest beggars from the state.

EXERCISE 72.

1. Rēx pulcræ puellæ parcit. 2. Mulier pulcriōrem avem in hortō servat. 3. Pulcerrimum agrum incolæ parvō pretiō vendebat. 4. Facilem rem suscipio. 5. Humiliōrem nāvem magnā celeritatē concepit. 6. Simillimō cōnatū difficile negotium conficiemus. 7. Hominem linguā maledicā nōn amamus. 8. Virum mūnificentiōrem omnes urbis incolæ ingenti gaudiō collaudant. 9. Rēx mūnificentissimū aurum et argentum civibus dat.

LESSON XL.

74. The rules given in the preceding lesson need only this single modification—

We have for *neuter* adjectives the comparative ending **iōs**.
“ “ “ *nom. and acc. sing. ius.*

Of course the **s** of the stem is changed to **r** before all syllabic endings. The complete declension of a *comparative* adjective is given at page 206, and should now be learned by heart.

75. We may here introduce the principal words which form the comparative and superlative irregularly:

Positive.	Comparative.	Superlative.
	<i>masc.</i>	<i>neut.</i>
bono-, <i>good</i> ,	melior-,	melios-,
malo-, <i>bad</i> ,	pejor-,	pejos-,
magno-, <i>great</i> ,	major-,	majos-,
multo-, <i>much, many</i> ,	plur- (<i>plural</i>),	plus-,
parvo-, <i>small</i> ,	minor-,	minos-,
		optimo-,
		pessimo-,
		maximo-,
		plurimo-,
		minimo-,

76. There are some adjectives also which have only the comparative and superlative in common use ; of these the positive is either an adverb or a preposition, or an adjective used in a peculiar sense, or as a noun. The principal ones are here given :

Positive.	Comparative.	Superlative.
citra, <i>prep.</i>	citerior-, <i>on this side</i> ,	citimo-,
extra, <i>prep.</i> (extero-)	exterior-, <i>outer</i> ,	extrimo-,
infra, <i>prep.</i> (infero-)	inferior-, <i>lower</i> ,	infimo-, <i>or imo</i> -,
intra, <i>prep.</i>	interior-, <i>inner</i> ,	intimo-, <i>or imo</i> -,
prope, <i>prep.</i>	propior-, <i>nearer</i> ,	proximo-,
post, <i>prep.</i> (postero-)	posterior-, <i>later</i> ,	postrimo-,
supra, <i>prep.</i> (supero-)	superior-, <i>upper</i> ,	suprèmo-, <i>or summo</i> -,
ultra, <i>prep.</i>	ulterior-, <i>further</i> ,	ultimo-,
prò, <i>prep.</i>	prior-, <i>former</i> ,	primo-,

EXERCISE 73.

1. The beggars will quickly go across the broader river. 2. The swifter animals will flee out of the wood. 3. The heavier load wears the beast-of-burden. 4. The more recent wound was tormenting the soldier. 5. The greater danger will frighten the common-people.

EXERCISE 74.

1. ácrius certâmen sociôs et auxilia fatigat. 2. Sapientissimus legâtus nôbilius facinus perficit. 3. Gravius vulnus fortior centurio accipit. 4. Velocius animal canês vix capient. 5. Minus armentum agricola vendet.

[These exercises are made purposely shorter than usual, that time may be had for exercising the pupils thoroughly in these forms. If they are learned well once they will present no further difficulty ; and it is recommended that in future, when the stems of the Latin words are read aloud, whenever a comparative or superlative degree occurs, all the three degrees be systematically given.]

LESSON XLI.

EXERCISE 75.

1. You were selling the worse horse to the foolish traveller. 2. With better fortune we will seize the larger island. 3. The enemy will set-on-fire the villages nearest to-their (*suo*-) territories. 4. On-the-first days of the war we conquer the enemy with-a-very-great slaughter. 5. The orator will plead the cause of the prisoner with-very-many words. 6. The enemy were holding the top-of (*summo*- adj.) the mountain.

EXERCISE 76.

1. Summā difficultāte latrōnēs in spēluncā capimus. 2. Ultimā hiemis parte Caesar per citeriōrem prōvinciam iter faciēbat, et conventus agēbat. 3. Pessimō exemplō improbis prōditōribus parōctia. 4. Minimā spē salūtis miser captivus ex carcere ad litus fugiēbat. 5. Vir summā virtūte et prūdentiā rem difficultiōrem perficit. 6. In extrēmō ponte turrim constituit. 7. Extrēmā hieme Pompeius bellum ingens parābat. 8. Consul optimus milites ex angustis dūcit.

LESSON XLII.

As adverbs denote the presence of qualities, so we want to express different degrees of those qualities. We have, therefore, comparative and superlative degrees formed on adverbs. Their mode of formation is generally very simple. The following rules comprise nearly all cases :

77. (1.) *The comparative adverb* is the same in form as the *neuter nominative singular* of the comparative of the adjective from which it is derived ; and even has such a form when it is not derived from an adjective.

(2.) *The superlative adverb* is formed by changing the *o* of the superlative adjective into *ē* ; and even has this form when there is no corresponding adjective.

EXAMPLES.

<i>Adjective.</i>	<i>Positive adverb.</i>	<i>Comparative adverb.</i>	<i>Superlative adverb.</i>
<i>lato-, broad,</i>	<i>lâte,</i>	<i>lätius,</i>	<i>lätissimâ.</i>
<i>bono-, good,</i>	<i>bene,</i>	<i>melius,</i>	<i>optimâ.</i>
<i>âcri-, keen,</i>	<i>âcritèr,</i>	<i>âcrius,</i>	<i>âcerrimâ.</i>
<i>audâc(i)-, bold,</i>	<i>audacter,</i>	<i>audâcius,</i>	<i>audâcissimâ.</i>
	<i>saepe, often,</i>	<i>saepius,</i>	<i>saeppissimâ.</i>

EXERCISE 77.

1. The very powerful (*superl.*) nations will carry-on the war more keenly. 2. The braver scouts ascend the hill more-eagerly. 3. The horse-soldier wounds the commander more-severely with a spear. 4. The fugitives escape out-of the prison into the wood more-quickly. 5. I shall more-easily overcome the slothful chief. 6. Ye were more mercifully sparing the inhabitants of the conquered province.

carry on, ger-
learnedly, doctè.
mercifully, clémenter.

prison, carcer-, in.
severely, graviter.
bountifully, largiter.

EXERCISE 78.

1. Vir âcerrimî ingenîi puerum doctius monet. 2. Diligentiorês piscâtôrês rêtia cupidius contrahunt. 3. Ampliorem agrum pauper colônô largissimê dâs. 4. Eques ferôci animô impetum âcriorem facit. 5. Magister longiorem librum magnô studiô scribit. 6. Sapientior sententia majôre gaudiô omnês senâtôrês afficit. 7. Primâ lûce miseram multitudinem dux improbus dëserit. 8. Tertiâ hôrâ diêi militês ex omnibus castrôrum portis cum magnô clâmôre audâcius êrumpant.

LESSON XLIII.

78. The three imperfect tenses of the active verb have been, it is hoped, perfectly learned. As the verb *es*, "be," is very irregular, the three imperfect tenses of it will be here given to be committed to memory.

	Pres. Imperf.	Past Imperf.	Future Imperf.
Sing.	1. sum, <i>I am,</i>	eram, <i>I was,</i>	ero, <i>I shall be,</i>
	2. es, <i>you are, thou art,</i>	erās, <i>you were,</i>	eris, <i>you will be,</i>
	3. est, <i>he is.</i>	erat, <i>he was.</i>	erit, <i>he will be.</i>
Plur.	1. sumus, <i>we are,</i>	erāmus, <i>we were,</i>	erimus, <i>we shall be,</i>
	2. estis, <i>ye are,</i>	eritis, <i>ye were,</i>	eritis, <i>ye will be,</i>
	3. sunt, <i>they are.</i>	erant, <i>they were.</i>	erunt, <i>they will be.</i>

79. It is clear that this verb differs from all the ones hitherto used, in that it does not (ordinarily) make a *complete assertion*; for instance, it would be obviously absurd to say, "The slave was" without adding some noun or adjective to say *what he was*. This verb requires always, (unless it is used in the sense "exist") some adjective or noun with it, which is said to **complete its meaning**.* The word so added is always in the same case (and, if possible, in the same gender and number), as the subject of the verb; in other words, **the verb "es" has the same case after it as before it.**

EXERCISE 79.

1. Faithful slaves are worthy of-praise. 2. Of-all friends you-are the dearest. 3. A greater herd is in the meadow. 4. Virginia was the fairest-of-all girls. 5. Among the Helvetii Orgetorix was by far the noblest and wealthiest (man). 6. The camp is placed on-the higher ridge. 7. You are wicked slaves and worthy of-all punishment. 8. The judge will be merciful to-the-other prisoners, but will visit the deserters with-the-utmost punishments.

but, *sed*.
by far, *longē*.
dear, *cāro*.
Helvetii, *Helvetic*, m. plur.
higher, *superior*.
meadow, *prāto*, n.
Orgetorix, *Orgetorig*, m.
other, *ali*.
placed, *posito*.

punishment, *supplicio*, n.
ridge, *jugo*, n.
utmost, *ultimo*.
visit, *afflic*(i)-
Virginia, *Virginia*.
wealthy, *divet*, comp. *ditior*,
superl. *ditissim*.
worthy, *digno*, abl.

* There are many verbs besides *es* whose meaning is incomplete, such as "become," "seem," "be made," "be elected," "be thought," &c., &c. These have, of course, a completing adjective or noun just as *es* does. These verbs are called by Dr. Kennedy **Copulative verbs**.

EXERCISE 80.

1. Equus est omnium animalium velöcissimus. 2. Amplissimi horti sunt régis ditissimi. 3. Amicus eram Helvétis, et summó studio finés sociörum defendebam. 4. In nostrá patriá hominés sunt liberi, et légibus virtütis ultró párent. 5. Vi tempestátis návés erant sauciae. 6. Viri magnae virtütis amplis honöribus sunt digni. 7. Vita brevis est, ars longa. 8. Capuae multae erant deliciae, et milites Hannibalis libenter ibi manebant.

LESSON XLIV.

80. In the 2d sentence of the preceding exercise we had the genitive *régis* used *possessively* with the verb *sunt*. The *dative* also is very commonly used with *es-* to express the *possessor* of any thing, the thing possessed being the subject of the verb. But there is a difference in the meaning of the *genitive* and *dative*, used in this way :

If the *genitive* be used, the notion of the *possessor* is made prominent ;

If the *dative* be used, the notion of the thing possessed is made prominent.

An example will make this clear :

We can say,

Hic hortus *régis* est. *This garden is the king's* (and not some other person's).

Hic hortus *regi* est. *This garden belongs to the king* (as well as other things).

81. We may mention here another use of the *dative* case which could not conveniently be introduced before. The *dative* is often employed to denote the **end** or **result** of an action or a state. As,

Virtütés hominibus *decori* sunt. *Virtues are an honor to men.*

Hunc locum *domicilió* deligunt. *They choose this place for a residence.*

EXERCISE 81.

1. The farmer had six sons (*say*: there were six sons to the farmer).
 2. Our son has many books. 3. The greedy sea is a destruction (*dat.*) to sailors. 4. The poor have small resources. 5. Caesar sends five cohorts as-aid (*dat*) to-the-legion. 6. Cicero had a brother Quintus.

anxiety, *cūra*-
 destruction, *exilio*, n.
 disgrace, *dēdecor*-

greedy, *avidō*-
 owner, *domino*, m.
 Quintus, *Quinto*-

EXERCISE 82.

1. Domus ampla saepe dominō dēdecori est. 2. Quartam legiōnem praesidiō castris relinquam. 3. Ignāvis hominibus multa sunt cūrae.
 4. Omnibus sunt memoria et amor scientiae. 5. Pueris diligentibus orōnis hōra est emolumentū. 6. Piscatōribus erant multa rētia.

LESSON XLV.

Many of the sentences in the preceding exercises have been imperfect in this respect, that the comparative degree has been often used, but the object with which the comparison is made has not been mentioned. In English, this object is always preceded by the word "than." The same connection is expressed in Latin in one or other of two ways.

82. 1st. The word "than" is expressed by "*quam*," and the second noun is placed in the same case as the first.

83. 2d. The word "than" is untranslated, and the second noun is placed in the ablative case.

EXAMPLES.

Europe is smaller than Asia.

- (1.) *Eurōpa minor est quam Asia.*
 (2.) *Eurōpa minor est Asiā.*

The daughter is fairer than the mother.

- (1.) *Filia est pulchrior quam mātēr.*
 (2.) *Filia est pulchrior matrē.*

NOTE.—The ablative must not be used instead of *quam*, unless the first noun is in the *nom.* or the *acc.* case.

EXERCISE 83.

1. The sun is larger than the earth. 2. The earth is smaller than the sun. 3. The swan is larger than the goose. 4. The goose is smaller than the swan. 5. Stags are swifter than dogs. 6. The unfortunate soldiers embark on the ships more eagerly (than was prudent). 7. The boys receive larger rewards (than they deserved). 8. The third legion will ascend the hill more quickly (than they ought).

84. NOTE 1st.—In the last three sentences it will be seen that the object with which the comparison is made is omitted; and the whole notion would generally be expressed in English by substituting the word "too" for the word "more." In future, then, such expressions as "too eagerly," are to be expressed by the comparative degree.

85. 2d. The word "*quam*" when used before a superlative degree, makes it mean "*as much as possible*." Thus: *quam diligentissimè* means "as carefully as possible;" *quam gravissimè laborès* means "labors as severe as possible."

EXERCISE 84.

1. Nostra patria potentior est quam tua. 2. Gnāvus puer magistrò doctior est. 3. Majōra praeemia ignāvi milites accipiunt, quam nautae diligentissimè. 4. Laborès quam gravissimòs pigris ministris imponam. 5. Quam plurimās nigrās ovēs mercator coemebat. 6. Probus magistratus audaci latrone erat pigrior. 7. Nihil est amabilius virtute. 8. Sunt domesticae fortitudinēs nōn inferiores militaribus.

LESSON XLVI.

We have now given the principal rules in regard to the formation and uses of the different inflections of substantives and adjectives. It is hoped that these will now present no difficulty, and that the pupils are well prepared to learn the remaining tenses of the indicative mood of the active verb, and also the personal and other pronouns. In future, no special vocabularies will be given for the exercises. The words that occur must be looked for in the general vocabulary at the end of the book, which also includes all the words hitherto employed.

86. We have so far only made use of those forms of the verb which describe actions as *incomplete* or *unfinished*. But it is clearly necessary to the perfection of language, that it should have means to describe also *finished* or *complete* actions. In English, tenses to express this notion are formed by the help of the auxiliary verb "have." But in Latin the mode of making them is similar to, though not the same as, that in which the imperfect tenses were seen to be made.

The following examples will show the form and the meaning of the three perfect tenses in English:

1. **Present perfect.** "*I have come* to pay the money." Clearly, here the action of coming is spoken of as finished, but as finished *only in the time now present*.

2. **Past perfect.** "*I had come* before you left." Here the action of coming is spoken of as finished *before a certain time now past*.

3. **Future perfect.** "*I shall have come* back before night." Here the action of coming is spoken of as being likely to be finished *by a certain time now future*.

87. In Latin these meanings are expressed in general, 1st, by an alteration in the verb-stem.

2d, by a distinct set of person or tense endings.

Nearly all Latin verbs, in the course of their conjugation exhibit their root **in three forms**; of these,

The 1st is the stem on which are formed **the imperfect tenses, Active and Passive.**

The 2d is the stem on which are formed **the perfect tenses, Active.**

The 3d is the stem on which are formed **the perfect tenses, Passive.**

If these three forms of the stem be known, the whole conjugation presents not the least difficulty. And as this knowledge can be best attained by boys by continual observation, it is recommended that in future, when reading aloud the stems of each sentence, *they should in all cases be made to give the three forms of the verb-stem,*

when there are such, though in the exercises the different modes of formation will be explained; and thus the knowledge acquired in fragments may be collected under general heads. The three forms will always be given in the final vocabulary.

88. We are going now to speak of the *perfect active tenses*; and therefore must first mention the 2d form of the verb-stem, which may be called the *second stem*, and is marked "2" in the vocabulary. Most verbs with *a*-stems and *i*-stems (forming the 1st and 4th conjugations), make the second-stem by adding the ending *-v-*. Thus,

1st Stem.	2d Stem.
ama-, <i>love</i> ,	amāv-
audi-, <i>hear</i> ,	audīv-

The **present perfect**, like the present imperfect has no *tense*-ending, but has a *distinct set of person endings* attached directly to the 2d stem.

The **past perfect** has the *tense*-ending *era-* attached to the 2d stem, and then takes the regular person-endings given in the *first column* in Lesson VII.

The **future perfect** has the ending *er-* attached to the 2d stem, and then the regular person-endings given in the *second column* in Lesson VII., except that the 3d person plur. has **int** instead of **unt**.

The following table gives these endings united to each other; **any verb** may be conjugated in either of these tenses, by attaching the endings here given to the *second stem*.

89. 2. Audīv-, *heard*.
2. Amāv-, *loved*.

I Pres.	1. I,	I have,	} Present perfect tense.
	Sing. 2. isti,	thou hast, or you have,	
	3. it,	he has.	
Plur.	1. imus,	we have,	
	2. istis,	ye have,	
	3. erunt, or ěre,	they have.	

	2. Andiv-			
	2. Amāv-			
II Past	{ 1. eram,	I had,	} Past perfect tense.	
Sing.	{ 2. eras,	thou hadst, or you had,		
	{ 3. erat,	he had.		
	{ 1. eramus,	we had,		
Plur.	{ 2. eratis,	ye had,		
	{ 3. erant,	they had.		
III Fut.	{ 1. ero,	I shall have.	} Future perfect tense.	
Sing.	{ 2. eris,	thou wilt have,		
	{ 3. erit,	he will have.		
	{ 1. erimus,	we shall have,		
Plur.	{ 2. eritis,	ye will have,		
	{ 3. erint,	they will have.		

No exercises are given in this lesson, as it is thought the pupils will have done well if they have mastered the statements and tables given above.

LESSON XLVII.

90. In the table given in the last lesson the first tense was called "the present perfect," and the *present* tense of the English verb "have" was used to translate it. But *the same forms* are also used in Latin to describe an action as having occurred *in some indefinite point of past time*. In this use the tense is called "**aurist**," which means "indefinite." The difference will be perceived on comparing the two sentences:

1. *I have come* to pay you the money. **Present perfect.**

2. *I came* to pay the money. **Aurist.**

It is clear that the second of these expressions would be equally correct if the action spoken of occurred yesterday, last week, last month, or last year. But the former can only be used if the action spoken of occurred *to-day*. In Latin both these senses are expressed by the same form, by adding to the 2d stem the endings given in § 89, I.

In the following exercises examples of the *present perfect* or *aorist* tense will be introduced, made from stems in *a* and *i*, which, as was said in § 88, for the most part make the second stem by adding the ending *-v-*.

EXERCISE 85.

1. I have called-down the soldier from the rampart. 2. You praised the man of-constant fidelity. 3. The mother has adorned (her) daughter with the most beautiful clothes. 4. We have-built the new fortifications with-the-greatest diligence. 5. Ye hastened within the house. 6. They have changed their oldest customs.

EXERCISE 86.

1. Ivinus in urbem cum praefectō equitātis. 2. Adventum exercitūs imperatōri nuntiāvistī. 3. Maestī militēs cadāvera sociōrum ī agrō sub umbrōsis fāgis sepelivēre. 4. Clāmōrēs latrōnum procul adivimus. 5. Posterō diē munitum oppidum quam fortissimē oppugnavistī. 6. Incolae miserae prōvinciae Rōmānō populō multōs annōs servivērunt. 7. Quam maximam vim frūmentī quāestor parvō pretio comparāvit. 8. Litus omne classibus latē occupāvistī.

LESSON XLVIII.

91. Frequently in the perfect tenses made by the ending *-v*, a shortening or *contraction* takes place, the letter *v* being omitted. As this is not a matter of any difficulty, it is sufficient here to say that occasionally such forms will be introduced into the exercises for reading, that the teacher may have an opportunity of explaining them. But they need never be employed in the writing exercises.

92. Nearly all the sentences used so far have been *simple*, *i. e.*, they have consisted of one subject and one predicate. But simple sentences are often combined together to make what is called a *compound sentence*, and the words used to indicate this combination are called **conjunctions**. The simple sentences so combine

are often **co-ordinate**, i. e., *each stands on the same level*, as it were, *in the speaker's thought*; neither is given as in any way dependent upon the other. Thus, the two simple sentences, "His father is dead," "his mother is living," may be combined into one compound sentence: "His father is dead *but* his mother is living."

The conjunctions which join sentences together in this *co-ordinate* way will be called by the name "*conjunction*," without any distinguishing adjective.

In the following exercises so much compound sentences will be used.

NOTE.—Some verbs with *e*-stems also make the 2d stem by the ending *-v-*.

EXERCISE 87.

1. The legion quickly fortified the camp with a ditch, and waited for the approach of the enemy. 2. The commander condemned the miserable deserters on account of (their) cowardice. 3. The women, by (their) prayers, softened the enraged mind of the king. 4. Ye punished the wicked fugitives, and praised the diligence of the guards. 5. We have at length overcome the difficulties of the long march. 6. You have been slaves for a long time to the Romans.

EXERCISE 88.

1. Sulla nōn solum in vivōs saeviit, sed etiam in mortuōs. 2. Postero diē Galli multō majōribus cōpiis castra oppugnārent, fossamque complerent. 3. Reliquō certāmine noster exercitus hostēs facile superavit. 4. Locum duplici altissimō mūrō munitis, et praecutīs trabēs in mūrō collocastis. 5. Frātre ad hōram nōnam in litore expectasti. 6. Nautae cantūs Sirēnum nōn audierunt, sed rēx miram vōcis dulcedinem auribus cupidē cāpavit. 7. Equitēs fugae turpitudinem virtute delēverunt. 8. Omnia pericula multōs annōs vitāvimus.

LESSON XLIX.

93. We must now speak of the words called *pronouns*.

Pronouns, as their name would lead us to expect, are generally said to be *words used instead of nouns*, in order to avoid the too frequent repetition of the same noun.

But upon this we may remark that—

1st. The frequent repetition of the same *pronoun* without offence, shows that mere repetition is not a thing in itself considered objectionable.

2d. It will be found extremely difficult, if not impossible, to represent, even by complex combinations of nouns, the thoughts and relations which are expressed simply and naturally by the aid of the words called pronouns.

Instead, therefore, of attempting to show how each of the words so called is entitled to the name in its literal sense, we shall endeavor to point out the meaning of each separately; but it will be seen that they all have this in common: *they all denote that the nouns to which they refer, or in connection with which they stand, bear some defined relation to the speaker, or to the things spoken about.*

Pronouns are divided into six classes:

(1.) **Personal pronouns** are words which do indeed refer to nouns (or at least to things which have names) but only to this extent, that they imply that the nouns they refer to are either

- (1.) The person or persons speaking; or,
- (2.) “ “ spoken to; or,
- (3.) “ “ or things spoken about.

(2.) **Possessive pronouns** are adjectives, and imply that the nouns with which they agree either

- (1.) belong to the person or persons speaking; or,
- (2.) “ “ spoken to; or,
- (3.) “ “ or things spoken
[about.

(3.) **Demonstrative pronouns** are adjectives, and imply that the nouns with which they agree are either

- (1.) near the person or persons speaking ; or,
- (2.) “ “ “ spoken to ; or,
- (3.) “ “ “ or things spoken about.

(4.) **Logical pronouns** imply that the words they refer to either are already known and definite from having been mentioned in *the discourse*, or (more rarely) are to be immediately mentioned, and so will be rendered definite.

(5.) **Interrogative pronouns** imply, that the things they refer to are not yet definitely known to the speaker, but that he asks for information about them.

(6.) **Indefinite pronouns** imply, that the things they refer to are either not definitely known to the speaker, or that he so represents them, but do not imply that he desires more information about them.

It will be observed, that the first three classes *correspond exactly with the three persons of the verb* ; and we have seen that the person-endings of the verb constantly supply the place of the *personal pronouns*.

We shall first introduce in the exercises the personal and possessive pronouns. The following table presents the stems of these :

		<i>Singular.</i>	<i>Plural.</i>
First person	Personal,	me-, <i>I</i> ,	no-, <i>we</i> .
	Possessive,	meo-, <i>my</i> ,	nostro-, <i>our</i> .
Second person	Personal,	te-, <i>thou</i> ,	vo-, <i>you</i> ,
	Possessive,	tuo-, <i>thy</i> ,	{ vestro, } <i>your</i> . { vostro, }
Third person	Personal,	se-, <i>himself, herself, itself</i> ,	se-, <i>themselves</i> .
	Possessive,	suo-, <i>his own, her own, its own</i> ,	suo-, <i>their own</i> .

94. It must be particularly observed, that though *se*-, *uo*-, are given here as pronouns of the third person, they are only used in a *reflective sense* ; i. e., generally when they refer to the same person as the subject of the verb. For the third personal pronoun, *when not reflective*, the

logical pronoun *eo*, which will be given in a subsequent lesson, is generally employed.

The declension of the personal pronouns in Latin being very irregular, they are here given at length, to be learned by heart.

Singular.

	1st, me.	2d, te.	3d, se.
<i>Nom.</i>	ego, <i>I</i> .	tu, <i>thou</i> .	
<i>Acc.</i>	mē.	tē.	sē.
<i>Gen.</i>	meī.	tuī.	sui.
<i>Dat.</i>	mihi.	tibi.	sibi.
<i>Abl.</i>	mē.	tē.	sē.

Plural.

	1st, no.	2d, vo.	3d, se.
<i>Nom.</i>	nōs, <i>we</i> .	vōs, <i>ye</i> .	
<i>Acc.</i>	"	"	sē.
<i>Gen.</i>	{ nostrum.	vostrum. }	sui.
	{ nostri.	vestri. }	
<i>Dat.</i>	nōbis.	vōbis.	sibi.
<i>Abl.</i>	"	"	sē.

NOTE.—1st. *Se* has the same forms for singular and plural.

2d. *Se* has no nominative: since, as it is *reflective*, the subject of a sentence in which it occurs may always be regarded as its nominative case; and this, of course, will determine its gender and number.

3d. The *nominative* cases of the *First* and *Second* personal pronouns are only used when they are emphatic; since the person-endings of verbs supply their place exactly, and sufficiently in ordinary circumstances.

4th. All the possessive pronouns are declined like adjectives in *a*, except that the vocative singular of *meo* is *mi*.

5th. Most modern editions of Latin authors, following the 1st writers, give *vestrum*, *vestri*, as the genitive plural of the 2d personal pronoun, instead of the more regular *vostrum*, *vestri*.

6th. The genitive plural of the 1st and 2d personal pronouns has two forms; of these the one ending in *um* is used as the *inclusive* genitive (§ 35): the form in *i* for the other uses.

As in former cases, no exercises are given in this lesson, that the whole time of the pupils may be devoted to the study of the distinctions and explanations given, and the learning of the tables of the personal pronouns.

LESSON L.

EXERCISE 89.

1. I was a friend to the Helvetii, but *you* an enemy. 2. The general gives thanks to-me. 3. The king will not spare you. 4. The boy loves himself. 5. All boys love themselves. 6. No one of-us was at Rome at-the-coming of Caesar. 7. The general praised our diligence. 8. The soldiers praised their own diligence.

EXERCISE 90.

1. Me vita rustica delectabat, tu autem deliciis urbanis laudabas. 2. Incolae feracioris insulae suos equos laudaverunt. 3. Prima luce explorator tibi nuntiavit adventum hostium. 4. Tuos liberos tibi libenter reddam. 5. Juvenis ad vitium proclivior se nimium amat, et suam voluptatem studio acriore cupit. 6. Omnis natura est sui conservatrix. 7. Grata mihi vehementer est memoria nostri tua. 8. Habetis duce[m] memorem vestri, oblitum sui.

LESSON LI.

* Most verbs with *e*-stems, and many others, including some with *a*-stems and *i*-stems, make the 2d stem by adding *u*, and omitting the final vowel of the 1st stem, if there be one. Thus, we have,

- | | |
|-----------|-----------|
| 1. doce- | 2. docu- |
| 1. aperi- | 2. aperu- |
| 1. gem- | 2. genu- |

NOTE.—No doubt this ending *u* is the same as the *u*, which we have seen used for most *a*-stems and *i*-stems: the *u* being employed where the 2d stem is formed directly from the primitive root of the word.*

* Very often the form given as the imperfect or 1st stem of a verb is not really the *original root* of the word. In these cases generally the 2d and 3d stems are made from the *primitive root*, and not from the *imperfect stem*. The particular facts in regard to this matter must be

In the following exercises, the past perfect will be introduced as well as the present perfect or aorist. § 89.

EXERCISE 91.

1. You frightened the women and children by your boldness. 2. The wise philosophers had taught their own children. 3. The very base traitor had opened the gates of the city to the enemy. 4. You eagerly snatched the gift out of your father's hands. 5. We have carefully cultivated our own fields. 6. The soldiers of the cohort leaped down from their own ship into the sea.

EXERCISE 92.

1. Lix turpissimam rem omnino vetuerat. 2. Legionēs locum nōn tenuērunt: sed in proximum collem se recipiunt. 3. Portas aperuimus, universique et oppidāni et milites obviam Antōnio exiimus. 4. Nemo inter Latīnōs diligentius tuō patre hortos coluerat. 5. Tempestas hodiē nostris in castris continuit, et hostem a pugna prohibuit. 6. Novum consilium amicis nobilium civium magnopere placuerat. 7. Magna pars nostrum pericula silvārum vehementer timuerat. 8. Fortissimū legionārū signum mediis ex hostibus rapuere.

LESSON LII.

It was seen in Lesson XLIX., that in Latin *demonstrative pronouns* follow the division of the personal pronouns, as possessive pronouns do. Their name indicates that

gathered from the vocabulary. But it may be worth while here to state the principal modes of deriving *imperfect-stems* from *roots*.

			Root.	1st stem.	
(1.)	The insertion of	m	as	tag-	"touch."
(2.)	"	nn	"	cub-	"lie."
(3.)	The addition of	n	"	cern-	"separate."
(4.)	"	sc	"	gno-	"learn."
(5.)	"	t	"	flec-	"bend."
(6.)	"	l	"	pell-	"push."

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point to the noun with which they agree, *as with the* ; and describe its position by representing it as--

1. Near the person speaking ;
2. " " spoken to ;
3. " " or thing spoken of.

are therefore in Latin three demonstrative pro-

hic, ha-, meaning, *this near me* ;

iste, ista-, " *that near you* ;

ille, illa-, " *that near him, or that yonder*.

declension of these being in several respects irregular, *hic* is here given to be learned by heart. The genders, as given below, had best be learned to-

<i>this.</i>	Singular.			Plural.		
	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>
	hic	haec	hoc	hi	hae	haec
	hunc	hanc	"	hos	has	"
	hujus			horum	harum	horum
	huic			his		
	hoc	hanc	hoc	"		

—*Hujus, huic* and *his*, though only given once, are of all

In § 32 it was said that the commonest use of the genitive case was to limit the meaning of a noun or verb. The genitive case always *denotes something limited from the noun which it limits*. But nouns sometimes are more exactly defined by the addition of another noun denoting the same person or thing as the limited noun.

Nouns so employed are put *in the same case, and, in the same gender and number* as the limited noun, and are said to be **in apposition to it**. The following sentences will serve to illustrate what is said :

servus Caesaris, *Caesar's slave*. *Gen.* of possessor.

servus Balbus, *The slave Balbus*. *Nom.* of noun in apposition.

EXERCISE 93.

1. I will sell you this slave (of mine) for twenty minae. 2. Th forbade all injustice. 3. The laws had strictly forbidden this inj
4. This woman has tamed many wild-beasts, and has swayed the
of lions. 5. With these swords we kept-off the enemy. 6. F
the wicked slave, (being) alarmed by this evidence, kept-silence.

EXERCISE 94.

1. Caesar imperator Dumnorigem, improbum Divitiaci fratrem
verbis monuit. 2. Evander multis ante tempestatibus haec loca
rat. 3. Haec consilia Camillo consuli vehementer placuerant.
pueri optimo magistro nunquam paruerant. 5. Caesar cohortes
apud se retinuit, et his copiis castra hostium audacissimè oppu
6. Milites ex hac nave in mare desiluerunt. 7. Hos hortos cum
ima cura diligens servus coluerat. 8. Hunc improbum homin
hostem Gallia Caesar arcuit.

LESSON LIII.

96. The 2d stem of very many verbs, mostly
consonant-stems, is made by attaching the endir
which combines with the stem in the ways given b
If the stem end in a vowel, the vowel is omitted befo
s. See Note on Lesson LI.

(1.) *Guttural-stems* (c, g, h,) with s make x :

as, 1. reg-	2. rex-
1. duc-	2. dux-
1. veh-	2. vex-
1. auge-	2. aux-

(2.) *Dental-stems* (d, t,) with s omit the dent
sometimes change it to s :

as, 1. laed-	2. laes-
1. mit(t)-	2. mis-
1. ced-	2. cess-
1. ride-	2. ris-
1. senti-	2. sens-

(3.) *r*-stems with *s* change *r* to *s*, and sometimes omit *r*:

as, 1. ger-	2. gess-
1. haere-	2. haes-

(4.) *b*-stems with *s* change *b* to *p*, and sometimes to *s*:

as, 1. scrib-	2. scrips-
1. jube-	2. juss-

97. NOTE.—It is very common in Latin to find an *adjective* or an *adjective pronoun* used *without a noun*. In such cases, if the adjective be masculine, the word "man" is generally to be supplied in English; if it be feminine, the word "woman;" and if neuter, the word "thing."

Thus,	<i>boni</i>	means	"good men,"
	<i>bonae</i>	"	"good women."
	<i>bona</i>	"	"good things."

EXERCISE 95.

1. We said all these-things boldly in the council of the states. 2. Ye had plucked the largest apples from this tree. 3. These very warlike nations have carried-on many wars with the Romans in their-own territories. 4. The horses dragged the wagon out-of this river with-the-greatest-possible difficulty. 5. I had scattered these seeds too-widely. 6. This legion remained in the town more than three months.

EXERCISE 96.

1. Multi de rebus a maioribus suis gestis scripsere. 2. Ab hac spe repulsi vallō pedum undecim et fossā pedum quindecim hiberna cinx-
ratis. 3. Has munitiōnes posterō diē diligenter auximus. 4. Ad principem legatōs primōs civitātis misistis. 5. Populus Rōmānus bel-
lum magnum et atrox cum Jugurthā rege Numidārū gessit. 6. So-
n cum auxiliis ex castris domum de improvīsō discesserunt.

LESSON LIV.

As the 2d and 3d demonstrative pronouns are declined exactly alike, only one of them is here given to be learned by heart—

Isto-, *that near you*, and illo-, *that near him*, or *thence yonder*.

	Singular.			Plural.		
	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>
<i>Nom.</i>	ille	illa	illud	illī	illae	illa
<i>Acc.</i>	illum	illam	"	illōs	illās	"
<i>Gen.</i>	illius			illōrum	illārum	illōrum
<i>Dat.</i>	illī			illīs		
<i>Abl.</i>	illō	illā	illō	"		

NOTE.—1st. Though the *genit.* and *dat.* sing. and *dat.* and *abl.* plur. are given only once, the same forms are used for all genders.

2d. The emphatic adjective *ipso*-, "self," "very," is declined like *illo*-, except that the *neut. sing. nom.* and *acc.* is *ipsum*, and not *ipsud*.

EXERCISE 97.

1. I gave the book to that boy (yonder). 2. That speech (of yours) has by-no-means pleased me. 3. I have waited-for your letter about those affairs (near you) a-long-time. 4. Ye led the Roman army across yonder river into more dangerous places. 5. We beheld the forces of the enemy drawn-out upon all those hills (yonder). 6. The arrival of that fleet (of yours) had greatly increased our hope of safety.

EXERCISE 98.

1. Omnēs hostium nāvēs in illō portū praefectus combussit. 2. illam prōvinciam imperātor exercitum transduxit, et bellum unō cundō proeliō finivit. 3. Maximam istius vicī partem tuis militi concesserās. 4. Illum miserum captivum trinis catēnis vinctum hodie in fugā secum traxerant. 5. De istis rēbus multī commenta absurdis finxerunt. 6. Subdolus ille prōditor noctū ex urbe evāsit. Omnēs illius regiōnis civēs novum periculum mātūrē senserunt. Multa bella superioribus annis feliciter gesserātis.

98. NOTE.—In sentence 4 of this exercise we have *sēcum*, for *cum sē*. The preposition *cum* is placed after the *personal* pronouns, instead of before them. The same order is also sometimes adopted with the relative pronoun *quo*.

Thus we have	<i>mēcum</i>	instead of	<i>cum mī.</i>
	<i>tēcum</i>	" "	<i>cum tē.</i>
	<i>sēcum</i>	" "	<i>cum sē.</i>
	<i>nōbiscū</i>	" "	<i>cum nōbis.</i>
	<i>vōbiscū</i>	" "	<i>cum vōbis.</i>
	<i>quibuscum</i>	" "	<i>cum quibus</i> (sometimes).

LESSON LV.

99. The pronouns *hō*- and *illo*-, besides their proper use to express position in *this* or *that* place, are employed to express the *latter* and the *former* of two things spoken about. As *hō*- means *this near me* it stands for the *latter*, since the thing *last mentioned* may be considered as the *nearer* to the speaker. And so *illo*- stands for the *former*, or that which is conceived of as *farther from* the speaker, as having been *mentioned previously* to something which has just been spoken of. In the following exercises these pronouns will be used occasionally in these senses. They may often be translated by "the one," "the other."

NOTE.—Though *isto*- has been explained to mean *that near you*, it is often used in cases where this meaning is only indirectly apparent; and often too where it cannot be observed at all.

EXERCISE 99.

1. The latter opinion pleases me, the former displeases (me). 2. The latter boy is industrious, the former (is) idle. 3. I praise the diligence of the one, I blame the idleness of the other. 4. Virtue is worthy of praise for (*per*) itself. 5. The general dismissed those soldiers, on account of (their) distinguished valor. 6. This state had flourished a long-time.

EXERCISE 100.

1. Caesar aciem instruxerat in illa valle. 2. Hostes ex omnibus illius silvae partibus in unum locum convolvērunt. 3. Ducēs cupiditatēs hōrum militum coērcuerunt. 4. Hōc bellum plurimās nostrae urbis opēs absumpsit. 5. Mentem tuam in istis studiis probē exercuisti. 6. Militēs per tōtum illum diem sitiierunt. 7. Illud incendium tōtam ferā urbem unā nocte absumpserat. 8. Patria nobis carior est quam nos ipsi. 9. Omne animal se ipsum diligit. 10. Saepe homini nihil est inimicius, quam sibi iple.

LESSON LVI.

100. The 2d stem of many verbs is made *without the addition of any ending*. The first class of these to be mentioned consists of those which take a **prefix** called a syllable of **reduplication**. This syllable is made by the first consonant of the root, followed either by the letter *e*, or by the *first vowel* of the root. Often the vowel in the root is changed in accordance with the principles stated in the introduction. The following examples will make this clear:

- | | |
|----------------------------|------------|
| 1. tend-, <i>stretch</i> , | 2. tetend- |
| 1. cad-, <i>fall</i> , | 2. cecid- |
| 1. fall-, <i>deceive</i> , | 2. fefell- |
| 1. morde-, <i>bite</i> , | 2. momord- |

101. NOTE.—In compound verbs, the syllable of reduplication is generally, though not always, lost. When it is retained, it comes between the prefix and the root.

- | | | |
|-------|-------------|----------------------------|
| Thus: | 1. dēcid- | 2. dēcid- |
| | 1. concurr- | 2. concucurr-, or concurr- |

EXERCISE 101.

1. We have spared the inhabitants of this city. 2. That rash young man had touched the beautiful snake with his fingers. 3. We learned many-things from those old-men (near you). 4. By a bolder attack ye quickly drove yonder robbers out-of this village. 5. The frightened horse ran as quickly as possible through yonder plain. 6. Ye gave that (of yours) good advice to the magistrates of our city.

EXERCISE 102.

1. Subdoli furēs stultōs carceris custōdēs hōc consiliō penitus fefellērunt. 2. Silva vetus cecidit: sed nēmo arborēs ferrō cecidit. 3. Imperātor fidibus praeclārē cecinit. 4. Valdē mē momordērunt epistolae tuae. 5. Māter hōc pretiōsum praemium suae carae filiae spōndit. 6. Thēbani undique ex ageris concurrērunt, et ex arce praesidium populērunt. 7. Labōre operis incitatī nōn mulieribus, nōn infantibus pepercimus. 8. Multī plūra ex libris quam a patribus didicēre.

LESSON LVII.

102. Logical pronouns, as was said in Lesson XLIX., define the words with which they agree, or to which they refer, not as existing in this or that part of space, but as *being mentioned in the discourse, generally before, but sometimes afterwards*. The following sentences contain pronouns which must be translated by *logical pronouns* in Latin:

1. Sallust is an elegant writer; I read *his* books with pleasure.

2. Sallust is an elegant writer, *whose* books I read with pleasure.

It is clear that in these sentences the words *his*, *whose*, refer to the noun, *Sallust*, mentioned in the previous sentence; and, as this is the case, they must be of course **in the same gender and in the same number** as the noun they refer to, which is called their **antecedent**. It will be seen, too, that though "*his*" is the genit. sing. of the English 3d personal pronoun, it is to be rendered by the logical pronoun *eo*-, as the Latin 3d personal pronoun is only used in a *reflective* sense, as was said in § 94.

As *eo*- is quite irregular in its declension, it is here given to be learned by heart.

Singular.			Plural.		
	Masc.	Fem.	Neut.		
Nom.	is	ea	id	iī	eae ea
Acc.	eum	eam	"	eōs	eās "
Gen.	ejus			eōrum	eārum eōrum
Dat.	eī			iīs	eīs
Abl.	eō	eā	eō	"	"

The following examples may assist the pupil in using this pronoun rightly:

I hold his sword, *ejus gladium teneo.*
 Pompey holds his sword (reflective), *Pompēius suum gla-*
diū tenet.
 You hold her garland, *ejus corollam tenēs.*
 She holds her garland, (reflective), *suam corollam tenet.*
 I hold their spears, *eōrum hastās teneo.*
 They hold their spears (reflective), *suās hastās tenent.*

NOTE.—The *gen.* and *dat.* cases sing., and the *dat.* and *abl.* plur. are the same for all genders, though they are only stated once in the table.

103. NOTE.—Sometimes logical pronouns do not refer to any particular word, but to a whole statement. In this case, generally a noun is introduced, with which the pronoun agrees just like an adjective.

104. Let this be learned by heart. *Logical pronouns agree with their antecedents in gender and number, but their case is determined by the construction of their own sentences.*

EXERCISE 103.

1. We had put the enemy to (in) flight, and had spared very few of them.
2. Ye overcame the consul and sent his army under the yoke to the enemy.
3. The traitors had deceived the commander, and had given him up to the enemy.
4. The Germans held Gaul: no one had ever contended with that nation without his own destruction.
5. The Belgae dwelt near the Rhine: these (people) had never sent ambassadors to Caesar concerning peace.
6. You got-together very many sheep and sheared them.

EXERCISE 104.

1. Flumen sine periculo transiveram; sed magnam impedimentorum partem in eo amisseram. 2. Pugna diu duravit, et in ea multi ex nostris ceciderunt. 3. Aeduos superaveramus et liberis sacerdotum ab his obsides reduxeramus. 4. Altum flumen illum campum cinxit; itaque Pompeius in eo loco sua castra summa diligentia munivit. 5. Helvetii cum Germanis contendunt, eosque suis finibus prohibent. 6. In ea pugna ex essedis ad pedes desiluerunt. 7. Nostri amici fabros vocaverunt, et his praemia dederunt. 8. Carthaginienses pacem petebant; ea gens insignes calamitates Romano populo olim intulerat (1. *infer*).

LESSON LVIII.

105. The 2d stem of many verbs is made either by lengthening the stem-vowel or by changing it into *ē*. If the 1st stem *end* in a vowel that vowel is dropped.

1. leg-, <i>read</i> ,	2. lēg-
1. jac(i)-, <i>throw</i> ,	2. jēc-
1. fave-, <i>favor</i> ,	2. fāv-
1. vide-, <i>see</i> ,	2. vid-
1. juva-, <i>assist</i> ,	2. jūv-
1. vi(n)c-, <i>conquer</i> ,	2. vic- (see note* on [Lesson LL])

NOTE.—It is supposed that the 2d stem of such verbs was originally made by reduplication, and that the long vowel was produced by the attraction of the syllable of reduplication with the stem-syllable.

EXERCISE 105.

1. The soldiers easily broke-through the line of the enemy, and put *em* to (*in*) flight. 2. The barbarians captured the city; *that* loss the Romans had sustained by the fault of the lieutenant. 3. Ye had conquered the consul, and had taken *his* camp. 4. Caesar made peace with the Aedui; *that* state had carried-on many wars with the nearest nations. 5. You had collected a great fleet from (*ex*) Asia, and had sent *into* Greece. 6. Ye had collected all the forces of the allies, and had *sd them* into the winter-quarters of the eighth legion.

EXERCISE 106.

1. Ubī cum Caesare amicitiam fecerant, obsidēsque ei dederant. 2. Libertatem a maioribus accēpimus, atque in ea semper permanēbimus. 3. Jam per angustias vestras cōpiās transdixerāt, et in Aedūrum finēs pervēnerāt, eōrumque agrōs vastābāt. 4. Nōdum barbarōrum consilia cognōverāmus; tamen eōrum oppida obsidēbāmus. 5. Primā luce ad insulam pervēnistī, ejusque incolis istā tuā clemētiā pepercistī. 6. Superiōre annō lēgātum oppidō praefeci et legiōem octāvam ei commisi. 7. Interim nostri milites impetum hostium sustinuerunt, et complūrēs ex iis cēperunt. 8. Aper in venātōris ruit, eōsque ingenti timōre afficit.

LESSON LIX.

By the addition of the syllable **dem** to the logical pronoun *eo-*, the adjective *eo-dem* "the same," is formed. As there are some slight variations in the declension, it is here given at length.

	Singular.			Plural.		
	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>
<i>Nom.</i>	<i>īdem</i>	<i>eadem</i>	<i>īdem</i>	<i>īdem</i>	<i>eadem</i>	<i>eadem</i>
<i>Acc.</i>	<i>eundem</i>	<i>eandem</i>	"	<i>eōsdem</i>	<i>eāsdem</i>	"
<i>Gen.</i>	<i>ejusdem</i>			<i>eōrundem</i>	<i>eārundem</i>	<i>eōrun-</i>
<i>Dat.</i>	<i>eīdem</i>			<i>īisdem or</i>	<i>eīdem</i>	<i>[dem</i>
<i>Abl.</i>	<i>eōdem</i>	<i>eādem</i>	<i>eōdem</i>	"	"	

EXERCISE 107.

1. Next day they moved their camp from *that* place; Caesar did the same (thing). 2. You pleaded all causes in-the-same manner. 3. The general always favored the wretched prisoners with-the-same clemency. 4. The boys had read the same books. 5. All the soldiers fled by different ways into the same wood. 6. You had collected all those ships into the same harbor.

EXERCISE 108.

1. Multi hominēs dē eīdem rēbus eīdem diē nōn eīdem sentiunt. 2. Inspiciens eīdem sententiāe modo fidit, modo diffidit. 3. In eīdem castra milites ex omnibus legiōnibus imperātor cōgerat. 4. Eīdem diē hostēs in proximum collem sē recepērunt. 5. Eīdem diē hōra Caesar hostēs vicit, eōrumque castra unō impetū cēpit. 6. Idem latro et domūs parietēs* perrūpit et omne ex eā aurum adēmit. 7. Eīdem animi diligentiā omnes inimici insidiās cavisti. 8. Consiliō ejusdem hominis ex eō locō in illam urbem vēneris.

LESSON LX.

106. Of some verbs the 2d stem is the same as the 1st, and in this case the difference between the perfect and imperfect tenses is made only by the tense-endings. This is the case with most verbs ending in **u**, and some ending in **v**, **d**, **t**; and the same is to be said of many *compound* verbs, whose roots make the 2d stem by reduplication, since, as was said in § 101, the syllable of reduplication is generally lost when a prefix is appended: and thus, that which was used to distinguish the 1st and 2d stem is lost in the compounds.

EXERCISE 109.

1. We boldly climbed up to the roof of yonder house. 2. The traveller for-a-long-time warded-off the sword from (his) head with-(his)-right arm. 3. We had driven-back the enemy, and had slain a great number of them. 4. All the citizens ran-together into the same part of the forum. 5. In-the-course-of (*dē*) the third watch we loosened the ships from the harbor. 6. The workmen have set up a huge wooden tower of four stories.

EXERCISE 110.

1. Miseram mulierem occiderās, et caput ei absiderās. 2. Illud rapidum flūmen ingentia saxa magnō cum murmure dévolvit. 3. Tandem equitātus noster in conspectum vēnit, hostēsque arma statim abjēcērunt ac

* The six words *abiet*, *ariet*, *pariet*, *seget*, *teget*, and *interpret*-keep the *e* through all the cases.

terga vertērunt. 4. Primā luce tērram attigimus omnēque incolam navē perduximus. 5. Legiōnem passibus ducentis ab hōc tumultu constitui. 6. Injustus rēx civēs hostēque juxtā metuit. 7. Omnibus hi rēbus permōti equitēs domum contendērunt. 8. Militēs infima sax turris convellerunt.

LESSON LXI.

107. It was said in § 92, that compound sentences are such as are made up of two or more simple ones; and that these are sometimes combined *co-ordinately*. It is hoped that this expression is by this time understood; it now becomes necessary to speak of cases, where simple sentences are combined to form compound ones in such a way that one of them is introduced *subordinately* to the other. The following examples will make the meaning of this clear:

1. The man *whom we loved* is dead.
2. He still lies *where he died*.

In the 1st of these, the sentence "*whom we love*" is joined like an *adjective* or *attribute* to the noun "the man."

In the 2d, the sentence "*where he died*" is joined like an *adverb* to the word "lies."

In this book the sentence which *contains the main assertion*, and to which the other is joined, will be called the **primary sentence**; and the sentence which *is introduced in explanation of the main assertion*, and which is joined to it, will be called the **secondary sentence**. As these terms will in future be used without further explanation, it is very important that their meaning should be well understood at once.

108. We shall speak at present only about *secondary sentences*, which constitute the 1st of the classes given above, and which may be called **adjective secondary sentences**, or, more shortly, **adjectival sentences**. **Adjectival sentences** are joined to primary sentences by means of a *logical pronoun*, which

is called in grammar the **relative pronoun**. In § 102 it was said that *all* logical pronouns refer to some word, generally stated in a previous sentence, which is called their *antecedent*, and that they therefore nearly always are found *in the same gender and number as their antecedent*. But what has been often seen in the case of the logical pronoun *eo-* is equally true with regard to the relative pronoun, namely, that *the case of the logical (or relative) pronoun depends upon the construction of the words in its own sentence*. Thus, in the 1st example given above, the antecedent, "the man," is in the nominative case, standing as the subject of the verb "is dead;" but the relative "whom" is in the accusative case, standing as the object of the verb "we love." The *relative pronoun* in Latin is *quo-*, and it is thus declined:

	Singular.			Plural.		
	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>
<i>Nom.</i>	quī	quæ	quod	quī	quæ	quæ
<i>Acc.</i>	quem	quam	"	quōs	quās	"
<i>Gen.</i>	cūjus	} for all genders			quōrum	quārum
<i>Dat.</i>	cūi				quibus	quōrum
<i>Abl.</i>	quō	quā	quō	"	} for all genders.	

NOTE.—1st. It is most particularly to be observed that a relative pronoun introduces a perfect sentence; and therefore *all the words which are connected with it in construction must be kept separate from the words which constitute the primary sentence*.

2d. If there be any doubt as to what case of the relative pronoun is to be employed, *take in its place its antecedent*, and join it with the remaining words of the adjectival sentence; and it will thus be made clear in what connection the relative pronoun stands with the other words in its sentence. Thus: "Sallust is a writer *whose* books I read with pleasure." In what case is the relative *whose* to be made? The antecedent is clearly "Sallust." Say now: "I read the books of *Sallust* with pleasure." Since the antecedent now appears in the genitive case, that must be the case of the relative pronoun also.

3d. Since the sentences we are speaking of are *adjectival sentences*, which are used to qualify some nouns in the primary sentences, they must as a general rule be inserted *immediately after* the nouns which they qualify.

EXERCISE 111.

1. Sallust is a very elegant writer, whose books I read with pleasure.
2. We have buried the man whom ye killed.
3. We obey the rule whose rule is mild and just.
4. The king is happy whom all the people love.
5. Men are happy, who direct (their) life by the laws of the state.
6. We will send home the prisoners whom we have spared.

EXERCISE 112.

1. Deus favet hominī qui virtutem amat.
2. Omnēs res bonas quas Deus creavit.
3. Magna sunt beneficia, quibus Deus nos quodcumque cumulat.
4. Propter virtutem et probitatem etiam eos diligimus nunquam vidimus.
5. Servi, quos misisti, me conveniunt.
6. Insula est insula triquetra, cujus unum latus est contra Germaniam.
7. Multa, quae stulti expetunt, sapientes spernunt.
8. Domus aedificamus, est ad mare.

LESSON LXII.

Very often the logical pronoun *eo-* is used as the antecedent of the relative *quo-*, or agrees with it. When it stands alone as the antecedent it is used as a noun meaning either "those men," "those women," or "things," according to its gender, just as it was said in the preceding section that adjectives did.

109. Sometimes, too, the relative pronoun does not agree in gender and number with its antecedent, but introduces another noun introduced along with it, which takes the place of the true antecedent, whether that be a noun or a whole sentence. The particular facts in connection with this subject can only be fully stated in systematic grammars; but it is hoped that when introduced in the reading lessons of such peculiarities the teacher will take the opportunity thus offered of explaining to his pupils wherein the variation from the ordinary rule consists.

110. Very often the relative pronoun is used in Latin where we should employ a personal or demonstrative pronoun with some conjunctions. It thus often serves the place of a mere connective.

111. NOTE.—The two logical pronouns *eo-* and *quo-* may be used in relation to words of the 1st, 2d, or 3d persons, and so may be followed by verbs in any one of the three persons.

EXERCISE 113.

1. *That* is the pleasantest friendship, which similarity of manners has yoked-together (i. e., has brought about). 2. (It) is God who rules this world. 3. Many states will revolt from Cyrus; which thing will be the cause of many wars. 4. Those things which we desire we easily believe. 5. The conquerors did not spare the women who had fled into the town. 6. The robbers have set-on-fire the ships, which ye were repairing in yonder harbor.

EXERCISE 114.

1. *Eās rēs, quas commemorāvistis, memoriā teneo.* 2. *Helvētī lēgātō ad vōs miserant; cūjus lēgātīōnis Divico erat princeps qui supēriore bellō Helvētīōs duxerat.* 3. *Dux Arvernōs bellō superāvit, quibus populus Rōmānus ignōvit, neque stipendium imposuit.* 4. *Ob eā causā ei mūnitiōnē, quam fēcērās, mē praefēcisti.* 5. *Eōs ducēs dēlēgimus, qui omnēs annōs unā cum Sertōriō ēgerant.* 6. *Vōs, qui Ariovistum intrā finēs recepistis, omnēs cruciātūs perferētis.* 7. *In Eburōnēs, quōrum pars maxima est inter Mosam ac Rhēnum, cohortēs quinque misimus.* 8. *Ducēs et auxilia ex Hispāniā arcessēmus, quōrum adventū bellum ācrit gerēmus.*

LESSON LXIII.

112. It was seen in § 78 that the imperfect tenses of *es*, "be," are irregular. The perfect tenses are regularly *for*med, but the 2d stem is *fu-*. Thus we have—

1. The **present perfect** or **aorist**, *fui, fuisti, &c.*, *I have been, &c.*
2. The **past perfect**, *fueram, fuerās, &c.*, *I had been, &c.*
3. The **future perfect**, *fuero, fueris, &c.*, *I shall have been, &c.*

EXERCISE 115.

1. Ye, who had been the leaders of the Gauls in the war, were the chiefs of that embassy. 2. This woman was among others whom we had taken. 3. You who prefer death to always been very-dear to me. 4. The difficulty of that march had been through woods and marshes, was very-great. 5. I have been very-learned men in that nation, who have discovered many new things. 6. We were in the city before the beginning of which Caesar carried-on in Gaul.

EXERCISE 116.

1. Geometria in summō honōre fuit apud Graecos, quī omnī maximē studēbant. 2. In exercitū L. Sullae fuerāmus, quī maximum bellum confēcit. 3. Hūjus consilii principēs fuērūt filii, quōs pater gravissimō supplicio affēcit. 4. Initiō ejus Germānōrum fuit Ariovistus quī multōs menses Rōmānis resistit. 5. Apud Helvētiōs longē nōbilissimus et ditissimus fuit Orgetorix conjūratiōnem nōbilitātis fecit. 6. Dictātor fuit Camillus, qui hostēs vicit acie, deinde etiam urbem obsēdit. 7. Numa, secundus, quī nullum quidem bellum gessit, nōn minus citius Rōmulus profuit (l. *prōdes*). 8. Tarquinius, quī propter Superbī cognōmen accēpit, septimus fuit atque ultimus rēgi.

LESSON LXIV.

In the following exercises examples of the *futurum* tense will be introduced. The conjugation of the verb is given in § 89.

113. It is now necessary to say something of a new class of secondary sentences, which (see § 107) are called **adverbial sentences**. These are so called because their meaning defines the assertion made by the primary sentence in the same way as an *adverb* defines the meaning of a verb or adjective. These sentences will be classified in the following way:

Adverbial sentences assert,

- | | |
|-----------------------------|--|
| (1.) The <i>place</i> | } of the action spoken of in the primary sentence. |
| (2.) The <i>time</i> | |
| (3.) The <i>condition</i> | |
| (4.) The <i>cause</i> | |
| (5.) The <i>purpose</i> | |
| (6.) The <i>consequence</i> | |
| (7.) The <i>manner</i> | |

114. The words which introduce these adverbial sentences, are called in the grammars *subordinate conjunctions*. As we appropriated the name **conjunction** to those which introduced sentences *co-ordinately* to the first sentence, we shall venture for shortness to name the ones which introduce *subordinate sentences* **subjunctions**.

The following *names* and *examples* may be taken to assist the pupil to remember and understand the classification given above: though it is by no means expected that it will be fully comprehended at present.

	<i>Primary sentence.</i>	<i>Adverbial sentence.</i>	<i>Name of adv. sentence.</i>
115.	(1.) He still lies,	where he died.	Local.
116.	(2.) He went home,	when he was cured.	Temporal.
117.	(3.) You make a mistake,	if you say that.	Conditional.
118.	(4.) I love you,	because you are kind.	Causal.
119.	(5.) We must eat,	that we may live.	Final.
120.	(6.) The king was so cruel,	that he was hated.	Consecutive.
121.	(7.) He always speaks,	as he thinks.	Modal.

In the following exercises examples of the first three of these classes will be given.

122. It has been observed that *the future perfect* is used when an action is spoken as *finished at a future time*. In the coming exercise those verbs which are to be rendered by the future perfect tense will have the full meaning of the tense given (by the words "shall have," "will have"); but generally in *English* the present imperfect perfect tense is used instead of this fuller form.

EXERCISE 117.

1. You will return before I shall have gone away. 2. We shall easily pay this tax when we shall have sold the sheep and oxen. 3. We will flee into the woods before the army shall have come. 4. When the fourth legion shall have moved its winter-quarters, the first legion will succeed it. 5. If I shall have received-information about the war, I will report (it) to the consuls. 6. If we shall have performed all these things we shall prevail upon the jurymen.

EXERCISE 118.

1. Animī quum ē corporibus excesserint in coelum pervenient. 2. Quum portās aperueritis, prōditōrēs ex urbe quam celerrimē fugient. 3. Si praetor exercitum ex periculō eripuerit, Senātus ei grātiās agat. 4. Quum messem perēgeritis, frūmentum mercatōri vendētis. 5. Si ante mediam noctem advēneris literās scribam. 6. Antequam portam aperueris, rex adveniet. 7. De Rōmānōrum adventū hostēs nōn antequam cognoscent quam ipse rem nuntiāvero. 8. Nostri prius impetum faciē quam hostēs flūmen transierint.

NOTE.—In the 7th and 8th sentences, the subjunctions *antequam* and *priusquam*, "before," are separated; the parts, *ante* and *prius*, being placed in the *primary* sentence, and *quam* introducing the *secondary* sentence.

LESSON LXV.

In the following exercises examples of all the imperfect and perfect tenses will be introduced.

EXERCISE 119.

1. While the soldiers were entering the city, the citizens were full of fear. 2. How shall *he* (eo-) govern (his) children, who does not govern his-own passions? 3. If you shall cultivate virtue, all good men will love you. 4. If you shall have adorned (your) mind with virtues, you will always be happy. 5. As-soon as I shall have heard the affair, I will write to you. 6. Before war had consumed (*aor.*) the resources of our city, (it) was very powerful.

EXERCISE 120.

1. Gens Lacedæmoniōrum fortis fuit, dum Lycurgi legēs vigēbant.
 2. Tanditū manēbo, dōnec tōtam rem cognōvero. 3. Quamdiū sālix
 erit, multi tibi erunt amici. 4. Quum hostēs agrūs dēvastāverint,
 urbem ipsam oppugnābunt. 5. In eis potissimum rēbus, ad quas aptis-
 simi erimus, elaborābimus. 6. Multi nunc pauperrimi sunt, qui olim
 dīssimi erant. 7. Fueram liber: avāritia mē fecit servum. 8. Prōbis
 hominibus qui placuerit, is Deō quoque placēbit.

LESSON LXVI.

123. The verb *es*- is used with several prefixes, making compound verbs. All of these are conjugated exactly like the simple verb, except two, *potes*-, "be able," and *prōdes*-, "be profitable."

- (1.) *Potes*- (a) changes *t* into *s* before *s*.
 (b) omits *f* after *t*.
 (2.) *Prōdes*- (a) omits *d* before *s*. (Really *d* is inserted before the forms beginning with *e*.)
 (b) omits *d* before *f*.

The tenses therefore will be—

	<i>Potes</i> -	<i>Prōdes</i> -
<i>Pres. imperf.</i>	1. Possum.	Prōsum.
<i>Sing.</i>	2. Potes.	Prōdes.
	3. Potest.	Prōdest.
	1. Possumus.	Prōsumus.
<i>Plur.</i>	2. Potestis.	Prōdestis.
	3. Possunt.	Prōsunt.
<i>Past imperf.</i>	Poteram, &c.	Prōderam, &c.
<i>Fut. imperf.</i>	Potero, &c.	Prōdero, &c.
<i>Pres. perf.</i>	Potui, &c.	Prōfui, &c.
<i>Past perf.</i>	Potueram, &c.	Prōfueram, &c.
<i>Fut. perf.</i>	Poturo, &c.	Prōfuro, &c.

In the following exercises some of the compounds of *es*- will be introduced—all these (except *potes*-) may have a *itive* after them in one of the ordinary senses of that use, as given in §§ 44-48.

EXERCISE 121.

1. You will come to the city to-morrow, if you can (*sed* were not able longer to-bear (*ferre*) the attack of our soldiers turned (your) backs. 3. God is-near all places, and directs all his-own will. 4. We despise those who are-profitable to none. Those who cultivate virtue are-profitable to themselves and to others. 6. I will send the prisoner from the camp to-morrow, if I can. 7. The officer, who had recently conquered the enemy, was with a larger fleet.

EXERCISE 122.

1. Noctēs præsunt fūribus magis quam diēs. 2. Quartū hiberna aberant ab Ariovistō millia passuum quindecim. 3. Latīnē, si poterimus. 4. Iis legiōnibus, quas in Gallia ceteri conscripserat, Labiēnus praefuit. 5. Adfuit vir praestantī et cūjus oratio omnibus principibus tandem persuāsīt. 6. Victrici montem, quī proximē suberat, quam maximā poterant ceteri receperunt. 7. Circiter millia hominum centum trigintā super qui domum revertērunt. 8. Literās Graecās nōn didicī, quod tūtem doctōribus nihil profuerunt.

LESSON LXVII.

124. *Transitive verbs*, as has been said, are those which admit an object after them in the accusative. The word *transitive* denotes that the action, as asserted of the subject, *passes across* from the subject and in its effects *reaches an object*. Almost every sentence heretofore given in the exercises is an example of this. Verbs when so used are said to be in the *active voice*: *i. e.*, when the action is described as *passing from the subject*: and in this case the *subject* (the doer of the action) and the *object* (or sufferer of the action) are stated *with equal prominence*. But as in practice it became desirable to have the means of making *the object of the action* the more prominent notice, a peculiar artifice of language the *object* came to be placed *as the subject of the sentence*: and then of course

necessary that the verb should describe the action **not as passing from, but as passing to the subject**. Thus: the sentence "Brutus killed Cæsar," states the doer and the receiver of the action with equal prominence. But the same general notion may be thus expressed: "Cæsar was killed by Brutus," and here **the subject** of the sentence **is the sufferer**, not the doer of the action, and the *sufferer* is in this way made the more prominent notion. When the verb is used in this way, it is said to be in **the passive voice**.

In English *the passive voice* is made by the past participle of the verb, in combination with the different tenses of the verb "to be."

125. In Latin *the passive voice in the imperfect tenses* is distinguished from the active *only by a distinct set of person-endings*, the tense-stems being in all cases the same both for the passive and active voices. These person-endings are here given as those of the active voice were stated in Lesson VII.

For stems ending in a, e, i.		For stems in u or a consonant.	
Sing.	1. r	or.	
	2. -ris or re,	eris or ere.	
	3. -tur,	itur.	
Plur.	1. -mur,	imur.	
	2. -mini,	imini.	
	3. ntur,	untur.	

The present imperfect passive is thus conjugated :

	<i>ama-, love.</i>	<i>mone-, advise.</i>	<i>audi-, hear.</i>	<i>reg-, rule.</i>	
Sing.	1. amor,	moneor,	audior,	regor,	<i>I am ruled.</i>
	2. { amāris,	monēris,	audiris,	regeris, }	<i>thou art "</i>
	3. amāre,	monēre,	audire,	regere, }	<i>he is "</i>
Plur.	1. amātur;	monētur;	auditur;	regitur;	<i>we are "</i>
	2. amāmini.	monēmini,	audimini,	regimini,	<i>ye are "</i>
	3. amantur.	monentur.	audiuntur.	reguntur.	<i>they are "</i>

The past imperfect passive is thus conjugated :

Sing.	1.	amābar,	monēbar,	audiēbar,	regēbar,	<i>I was ruled.</i>
	2.	{ amābāris,	monēbāris,	audiēbāris,	regēbāris,	{ <i>thou wast</i> "
	3.	{ amābāre,	monēbāre,	audiēbāre,	regēbāre,	
Plur.	1.	amābātur,	monēbātur;	audiēbātur;	regēbātur.	<i>he was</i> "
	2.	amābāmur,	monēbāmur,	audiēbāmur,	regēbāmur,	<i>we were</i> "
	3.	amābāmini,	monēbāmini,	audiēbāmini,	regēbāmini,	<i>ye were</i> "
		amābantur.	monēbantur.	audiēbantur.	regēbantur.	<i>they were</i> "

The future imperfect passive is thus conjugated:

Sing.	1.	amābor,	monēbor,	audiar,	regar,	<i>I shall be ruled</i>
	2.	{ amāberis,	monēberis,	audiēris,	regēris,	{ <i>thou wilt be</i> "
	3.	{ amābere,	monēbere,	audiēre,	regēre,	
Plur.	1.	amābitur;	monēbitur;	audiētur.	regētur;	<i>he will be</i> "
	2.	amābimur,	monēbimur,	audiēmur,	regēmur,	<i>we shall be</i> "
	3.	amābimini,	monēbimini,	audiēmini,	regēmini,	<i>you will be</i> "
		amābuntur.	monēbuntur.	audientur.	regentur.	<i>they will be</i> "

NOTE.—1st. To save space, the English of *reg-* only is given; but the other three examples can, of course, be translated by substituting the participles "loved," "advised," "heard," for "ruled," in the above places.

2d. As **o** is the ending for all verbs in the 1st person of the pres. imperf. *active*, so is **or** for the *passive*: and verbs with *i*-stems take **untur** from the 2d column.

3d. The ending **or** contracts with the **a** of the stem of the 1st conjugation.

4th. The future tense-ending **e** is changed to **a** in the 1st person sing.

5th. All the passive imperfect person-endings contain the letter **n** except the 2d person plur.

In the following exercises, sentences are given first with the verbs in the active voice, and are then repeated in the passive form; but it must be particularly noted that:

126. *The subject of the active verb, if a living agent is expressed in the passive construction by the ablative case with the preposition a, or ab. Call this "the ablative of the agent."*

EXERCISE 123.

1. Brutus kills Caesar with a sword. 2. Caesar is killed by Brutus with a sword. 3. You praised the conqueror on account of his clemency. 4. The conqueror was praised by you on account of his clemency. 5. The general will not prevail-upon me by all (his) threats. 6. I shall not be prevailed-upon by the general by all (his) threats.

EXERCISE 124.

1. Agrūs hostium latē ferrō et igne vastāmus. 2. Agrī hostium latē ferrō et igne a nobis vastantur. 3. Si semper bene vixeris, omnes te diligēt. 4. Si semper bene vixeris, ab omnibus diligēre. 5. Urbem hostēs oppugnābant, civēs acriter defendēbant. 6. Urbē ab hostibus oppugnābātur, a civibus acriter defendēbātur. 7. Explōrātōrēs eam rem nobis statim nuntiant. 8. Ea res ab explōrātōribus nobis statim nuntiātur.

LESSON LXVIII.

197. Verbs like *cap(i)-* are thus conjugated in the present imperfect tense passive.

	1. Capior,		1. Capimur,
<i>Sing.</i> {	2. Caperis or capere,	<i>Plur.</i> {	2. Capimini,
	3. Capitur,		3. Capiuntur.

EXERCISE 125.

1. You were collecting as large forces as possible of infantry and cavalry. 2. As large forces as possible of infantry and cavalry were being collected by you. 3. The scout carried-down (*imperf*) this message to the miserable townsmen, and affected them all with-very-great joy. 4. This message was carried-down by the scout to the miserable townsmen, and they-all were affected with-very-great joy. 5. At the setting of the sun Ariovistus leads back (his) forces into the camp. 6. At the setting of the sun the forces are led back into the camp.

EXERCISE 126.

1. Neque fortunae impetū, nec multitudinis opinione, nec dolore neque paupertate terreor. 2. Eodem tempore haec mihi mandata referēbantur,

et legati ab Aeduīs veniebant. 3. Omnēs amici consulum cōgunt senātum: eōrum vōcibus et concursū potestās liberē decernendī plūrī eripitur. 4. Rei militāris peritissimī habēmur: atque cum explorātibz praemittēmur. 5. Dēfensōrēs oppidō idōnei ā nobis dēligunt. 6. Nova legio in Galliā citeriōre ab imperātōre conscribitur. 7. Hāc vōcibus ac timōre paulatim etiam tū perturbābāris. 8. Fossae circū urbem noctū ā nobis perficiuntur.

LESSON LXIX.

We now come to speak of **participles**.

128. *Participles* are **verbal adjectives**; *that is, they are adjectives formed from verbs, which express the action of the verb as a property belonging to a person or thing.*

Some languages have more participles than others. *Latin there are only three*; two belonging to the active voice of the verb, and one belonging to the passive voice. At present we shall only speak of the last: **the perfect participle passive**.

129. What has been hitherto learned as the 3d st of the verb is really the *perfect participle passive*; as this is always given in the vocabulary, nothing more will be said about its formation than that it is nearly always made by adding to the verb-stem the ending **-to-**, and the adjective thus formed is declined like any adjective ending in **-o**.

The perfect part. passive may be translated in English according to circumstances, in three ways. Thus, from *duc-*, "lead," we have 3. *ducto-*,

which may be translated (1) "having been led,"
(2) "being led,"
(3) "led."

The first, however, is the proper full meaning of the form.

EXERCISE 127.

1. *Being alarmed* by the sudden arrival of the army, the enemy retired within their fortifications. 2. This village, *being situated* in a valley, is hemmed in on every side by very lofty mountains. 3. The soldiers, *having been driven back* by the missiles of the enemy, were fleeing in all directions. 4. *Having been overcome*, ye were seeking safety in flight. 5. The town *having been taken* will be set on fire. 6. The javelin *thrown down* from the higher ramparts pierced the soldier's thigh.

EXERCISE 128.

1. Arma dējecta dē mūrō in fossam, quae erat ante oppidum, altitudinem aggeris paene adaequāverunt. 2. Mulier, hūjus rei ā mē certior facta, sub tectum properāverat. 3. Alteram ejus vici partem Gallis concessit: alteram ab illis vacuam relictam cohortibus attribuit. 4. Funditores perterritos in fugam dedistis. 5. Servus, spē libertatis adductus, in castra quam citissimē rediit. 6. Nāvēs, quae ā vobis aedificabantur, tandem perfectae ad novum portum convenient. 7. Diū et acriter pugnavistis: tandem vulneribus confecti terga vertistis. 8. Scuta ictu pilōrum transfixa manibus emisimus.

LESSON LXX.

130. A very common use of the perf. partic. pass. is in the construction called **ablative absolute**. The word "*absolute*" means "loosed from," and words are said to be used *absolutely*, when they may be taken out of a sentence *without affecting its construction*. Thus: "*Nature being our guide*, we cannot go wrong;" in this sentence the words marked by italics could be omitted without damaging the construction of the remainder.

Let the following sentences be examined.

- (1.) *This battle having been fought*, Cæsar led back his army.
- (2.) *The javelins being hurled*, they broke through the enemy.
- (3.) *The javelins being thrown away*, they fought hand to hand.

It is clear that the words marked by italics denote in the **131**. 1st sentence the **time when** the main action occurred.

132. 2d sentence the **means by which** the main action occurred.

133. 3d sentence the **circumstances under which** the main action occurred.

Such expressions, *denoting these particulars* about the main action, are in Latin generally put in the ablative case, and are said to be in the **ablative absolute**. A reference to what has been said (in §§ 54, 56, 61) about the uses of the *ablative* case in Latin, will show the reason why this case was preferred for the absolute construction.

In general then: the **ablative absolute** is the name used *when the ablative of a noun is accompanied by an adjective, or a participle, or another noun, to denote the time when, the means by which, or any attending circumstances under which the principal action occurs*. Let this be learned by heart. More particular information about the matter will be given subsequently; at present it is only necessary to say that very often in English *subjunctions* are used introducing secondary sentences, when the ablative absolute would be employed in Latin.

EXERCISE 129.

1. *The hostages having been delivered-up*, Caesar hastened into the territories of the Aedui. 2. Caesar, *his-army having been landed*, hastened towards the enemy. 3. Caesar, *the horses of all having been removed out of sight*, joined battle. 4. The soldiers, (their) *javelins having been hurled from the higher ground, easily broke-through the phalanx of the enemy*. 5. *This (phalanx) having been broken-apart*, they made an attack upon them (*eo-*) *with-drawn-swords*. 6. The Helvetii, *a phalanx having been made, mounted-up to-meet (sub) our first line*.

NOTE.—In these sentences the *literal* English of the Latin expressions has been given. But the teacher should by all means see that his pupils understand what would be the *idiomatic* English in each case;

and in translating the subsequent exercises, they should always be required to render absolute sentences with the proper *subjunction*.

EXERCISE 130.

1. Nullam partem noctis *itinere intermissa*, diē quartō in finē Lingonum pervēnerunt. 2. Helvētīi omnium rerum inopiā adducti legatōs de deditiōne ad eum miserunt. 3. Reliquos omnes *obsidibus, armis, perfugis traditis*, in deditiōnem accēpit. 4. Helvētīi *omnibus fructibus armis domi* nihil habuerunt. 5. *Bello* Helvētiorum confectō totius fere Galliae legātī, principēs civitātum, ad Caesarem convēnerunt. 6. Helvētīi *florētissimis rebus* domos reliquerant. 7. *Ea res permissa*, diem consiliō constituērunt. 8. *Eo consiliō dimisso* principēs civitātum ad Caesarem revertērunt.

LESSON LXXI.

134. The commonest use however of the perfect partic. pass. is in the formation of the **perfect passive tenses**. These are formed by the union of the imperfect tenses of *es-* with the *perfect pass. partic.* Thus: "The town has been taken" is *oppidum captum est*; literally: *the town is* (in the condition called) *taken*.

135. Occasionally, when the *completeness* of the action is to be made *very prominent*, the *perfect* tenses of *es-* are used with the perfect partic. pass. instead of the *imperfect* tenses.

In the example given, it will be seen that in all these tenses the perfect partic. **completes the meaning of the verb *es-***, and it must therefore, as said in § 79, *agree with the subject of it in gender and number*.

Frequently in poetry as well as in prose, the verb *es-*, with the perfect participle pass. is omitted, when it is quite clear from the sense which tense of it is to be supplied.

As the perfect tenses of all passive verbs are conjugated alike, it is sufficient to give here an example in each gender.

	Present perfect or aorist. <i>masc.</i>	Past perfect. <i>fem.</i>	Future perfect. <i>neut.</i>
Sing.	{ 1. rectus sum { 2. rectus es { 3. rectus est	recta eram recta erās recta erat	rectum er rectum er rectum eri
Plur.	{ 1. recti sumus { 2. recti estis { 3. recti sunt	rectae erāmus rectae erātis rectae erant	recta erim recta eritis recta erunt

NOTE.—The English of the

Present perfect or aorist is, *I have been, or I was, &c.*

Past perfect is, *I had been, &c.*

Future perfect is, *I shall have been, &c.*

The teacher has best make the pupils conjugate the perfect tenses of several verbs, in order to impress the meanings upon their minds, that they may not translate "was written" by *scriptum erat, &c., &c.*

EXERCISE 131.

1. By this victory the war of the whole sea (*maritima*, adj.) was finished. 2. I hold the chief-power over-all those states (*gerens*) from which the forces have been collected. 3. We, who had made a sally, were driven back into the town. 4. You had been sent (as) ambassadors to those states which are (a part) of hither Spain. 5. Very many severe wounds were received by those who were defending the camp. 6. Leaders have been sent-for from Britain, on whose arrival the contest will be carried on against the Romans.

EXERCISE 132.

1. Nos, qui nuper in Galliam transportati sumus, fines sociorum nostrorum longè latèque vastamus. 2. Morini, spe praedae adducti, nos qui ex navibus onerariis expositi eramus, magnò suorum numero circum circumsteterunt. 3. Omnia quae imperaveras à principibus diligenter ad diem facta sunt. 4. Quadraginta naves quae in Meldis factae erant tempestate rejectae, cursum non tenuerunt. 5. Adventu P. Sullae, quem castris praefeceram, facile repulsi estis. 6. Quamquam periculoso genere proelii locoque iniquo pressus eras, tamen omnia paratissimo animo sustinueras. 7. Bellum quod Carthaginienses cum populo Romano gessere maximè memorabile est omnium quae unquam gestae sunt. 8. Magna pars diei consumpta erat, neque munitioni castrorum tempus relinquébatur.

LESSON LXXII.

EXERCISE 133.

1. We will not sleep before your affairs shall have been finished. 2. Ye will not be happy, unless your passions shall have been confined by you. 3. Ye have been overcome by the multitude of the enemy. 4. I had been detained by a very rich merchant. 5. Ye had been routed by the first attack. 6. Ye will not be rich, unless riches shall have been despised by you.

EXERCISE 134.

1. Laetae mulieres de adventu filiorum, qui in exsilium olim abierant, certiores factae sunt. 2. Simulac castra munita erunt, milites ad pugnam expedient. 3. Legio, cui praefectus sum, apud Nervios hiemabit. 4. Ibi turre cum ternis tabulatis erectae, multisque tormentis et omni genere telorum completae erant. 5. Hostes cum fugientibus permixti, quos silvae montesque texerunt, ab equitatu intercepti sunt. 6. Eodem fere tempore classis a Carthagine in Sardiniam missa ad Baleares insulas ejecta est. 7. Proelium adversum equestre paucis ante diebus erat factum. 8. Vos, qui ex veteribus legionibus creati relinqui praesidio navibus, nave conscendistis et a terra solvistis.

LESSON LXXIII.

136. There are many verbs in Latin which, *though they have a passive form, have an active meaning.* These verbs probably had a *reflective* signification originally; *i. e.*, they described the agent as acting upon himself; and many of these retain that meaning throughout all periods of the language. But most of them have a simple active meaning, transitive or intransitive. These verbs are called in the grammars **Deponents**, *from the fact that they lay aside the passive meaning, though they retain the passive endings.* Deponent verbs may always be known in the vocabularies, *by their having only the 1st and 3d stems given*; for of course as the deponent verbs have the active meaning themselves, they require no active voice, and therefore no *perfect active*, and therefore no 2d stem,

which is used only for the perfect active tenses. Deponent verbs therefore will be given thus: *laeta-*, rejoice, 3. *laetūto-*.

Deponent verbs are conjugated exactly like passive ones, except in the respects to be mentioned hereafter.

It is particularly recommended that the pupils be taught to recollect which are the deponent verbs, by the *fact* that they have only 1st and 3d stems.

In the following exercises imperfect and perfect tenses of deponent verbs will be used in alternate sentences.

EXERCISE 135.

1. Ye were wandering beyond your-own territories. 2. The island had used its-own laws. 3. In this matter you are avenging not only public but private wrongs. 4. Ye have not-yet overtaken the merchant who is waiting-for you. 5. We will encourage the weary soldiers, who will presently earn the great reward of their labor. 6. I shall have measured-out the corn to the slaves before the return of the messenger whom I have sent to the town.

EXERCISE 136.

1. Ex castris egredior, locō potior, duās ibi legiōnēs colloco. 2. Tandem ā dextrō latere summum jugum nacti sumus, hostēsque locō depulimus. 3. In Africam ex Sicilia proficiscere, et duās legiōnēs, ex quattuor, quās ā nobis accēpisti, et quingentōs equitēs transportābis. 4. Simulac sōl ortus erit, proficiscēmur. 5. Dē frātris morte quereris, communemque Galliae fortunam miserāris. 6. ā mē facile adepti eratis, quae petēbātis. 7. Quartā circiter vigiliā dē mūrō cum custōdibus colloquar. 8. In Carnūtibus summō locō nātus erat Tasgetius, cūjus mājorēs in suā civitatē regnum obtinuerant.

LESSON LXXIV.

In the following exercises passive verbs as well as deponents will be introduced, and the pupils must use all care to note the difference in meaning.

EXERCISE 137.

1. The king promises a great number of ships, which have been built in yonder harbor. 2. A war had unexpectedly arisen in hither Gaul, which had been lately subdued. 3. The soldiers, who had been put to (in) flight, were returning home. 4. We have not forgotten the former victory of the Carthaginians, in which the most-powerful enemies had been overcome. 5. The colonists are gaining-possession of the whole island, which has been assigned to them. 6. Ye had gained-possession of the town, in which the baggage of the enemy had been deposited.

EXERCISE 138.

1. Nāviculam deligātam ad ripam nanciscēria, eaque profugia. 2. Initium repentini tumultūs ac defectionis ortum erat ab Ambiorige, qui apud Eburonēs rēx creatus erat. 3. Noctū progressus millia passuum circiter duodecim, hostium cōpiās conspicātus sum, qui paulō ante fūsi erant. 4. Legio, cui praefectus erās, aedificia vicōsque barbarōrum incendit, magnōque pecoris atque hominum numerō polita est. 5. Aliae nāvēs eōdem unde erant profectae, relātae sunt; aliae inferiorem partem insulae magnō cum periculō dejectae sunt. 6. Urbem Rōmam condidēre atque habuēre initio Trōjānī, qui Aenēā duce, incertis sēdibus vagābantur. 7. Tum dēnum beātus eris, quum aspernātus eris voluptatē. 8. Dum exercitus hostilis urbis domōs privātās publicāsque dēmōliebātur, civēs maximō moerōre afficiebantur.

LESSON LXXV.

EXERCISE 139.

1. At daybreak all our men had been carried across, and the line of the enemy was distinctly seen (*imperf.*). 2. Labienus having exhorted the soldiers, gave the signal of battle. 3. At the first onset on the right side, where the seventh legion had taken its station, the enemy are beaten. 4. The leader of the enemy himself was near his own-men, and kept exhorting (*pres. imp.*) them. 5. This business having been finished, Labienus returned (*pres. imp.*) to Agedimum, where the baggage of the whole army had been left. 6. He himself having gone out a little after in silence with three legions went to (*pres. imp.*) that place.

EXERCISE 140.

1. Ab hoc concilio Rēmi, Lingones, Trēveri abfuerunt: illi, quod amicitiam Rōmānōrum sequēbantur: Trēveri quod aberant longius, et a Germānis premēbantur. 2. Allobroges crebris ad Rhodanum dispositis praesidiis, magnā cum cūrā et diligentia suos finēs tuentur. 3. Tandem a Germānis summum jugum nactis hostēs locō depelluntur. 4. Caesar, impedimentis in proximum collem deductis, duabus legiōnibus praesidiō relictis, circiter tribus millibus hostium ex novissimō agmine interfectis, alterō diē ad Alēsiam progressus castra fecit. 5. Dux ex arce Alēsiae suōs conspicātus, ex oppidō egreditur et eas res, quae eruptionis causae paratae erant, expedit. 6. Restitutō proeliō equitēs ab tergō hostēs adoriuntur. 7. De mediā nocte missus equitātus novissimum agmen insequitur: magnus numerus capitur atque interficitur: reliqui in civitatēs discēdunt. 8. His rēbus confectis in Aeduae proficiscitur.

LESSON LXXVI.

137. In the 5th and 6th sentences of Ex. 139, and several in Ex. 140, it will be observed that the *pres. imp.* is used in speaking of actions really *past*. This is a very common usage in the Roman historians; and is said to have arisen from the desire of giving to their narrative kind of dramatic liveliness. But as the idiom of the English language does not tolerate so frequent a use of the interchange of tense, it is best to translate the present in such cases by the aorist. From its use by the *historians*,

the tense is called the "**historic present**;" and verbs which have to be rendered by this tense in Latin will be marked thus (*p. h.*) in the English exercises.

138. In § 124 it was said that *the object* of an active transitive verb becomes *the subject* of a passive verb. It follows from this that if the verb be not transitive (or *do not admit an object after it*) it cannot be used with a subject in the passive. But it is very common in Latin for *intransitive* verbs to be used in the *passive* form **impersonally**. An **impersonal verb** is one which *makes an assertion like any other verb, but does not make it of any particular subject*. There are several verbs which are only used in this way. But at present we shall only speak of *passive forms* used impersonally. The subject will best be understood by examples. The following *active* expressions become impersonal in the passive.

Active.

Filius mihi resistit.

My son resists me.

Filius tibi persuadet.

Your son persuades you.

Milites fortiter pugnāvērunt.

[*runt.*

The soldiers fought bravely. (the battle) was fought

[*bravely by the soldiers.*

Passive.

mihi ā filiō resistitur.

I am resisted by my son.

tibi ā filiō persuādētur. [*son.*

You are persuaded by your

ā militibus fortiter pugnātum

[*est.*

It will be observed that—

139. (1.) Impersonal verbs are always in the *3d person singular*, and if possible in the *neuter* gender.

(2.) When the dative case follows the *active* verb, it remains with the *passive* impersonal verb.

(3.) The *living* subject of the *active* verb is expressed by *ā* with the ablative case with the *passive* construction.

(4.) The tense of the passive impersonal verb is the same as that of the active verb.

In the following exercises sentences will be given first with the active construction, and then with that of the passive.

EXERCISE 141.

1. Men generally envy great fortune. 2. Envy-is-felt (*sic* it is envied) generally to-great fortune by men. 3. The general will not spare all the prisoners. 4. Mercy-will not be shown (*sic* it will not be spared) to all the prisoners by the general. 5. The soldiers fought very bravely at-one time in-all places. 6. The-battle-was-fought (*sic* it was fought) very bravely by the soldiers at-one time in-all places.

EXERCISE 142.

1. Militēs maximē ad superiōres mūitiōnēs labōrant. 2. ā militibus maximē ad superiōres mūitiōnēs labōrātūr. 3. Caesar ad Britanniam omnibus nāvibus meridiānō ferē tempore accessit. 4. ā Caesare ad Britanniam omnibus nāvibus meridiānō ferē tempore accessum est. 5. Principēs ex consiliō consurgunt. 6. ā principibus ex consiliō consurgitur. 7. Militēs tōtis castris trepidant. 8. ā militibus tōtis castris trepidatur.

LESSON LXXVII.

It was said in § 128, that the Latin verb has only *three participles*. One of these, the *perfect partic. passive*, has been already spoken of. The other two belong to the *active voice*.

140. The *imperfect participle active* answers to the English participle ending in *-ing*, as *fearing, loving*. It is made by adding

to *a*-stems and *e*-stems the ending **nt(i)**.
to all others, " " **ent(i)**.

Thus, from

<i>ama-</i>	we have the imperf. part. act.	<i>amant(i)</i> -,	"loving."
<i>mon-</i>	" " " "	<i>monent(i)</i> -,	"advising."
<i>audi-</i>	" " " "	<i>audient(i)</i> -,	"hearing."
<i>reg-</i>	" " " "	<i>regent(i)</i> -,	"ruling."

141. NOTE.—1st. The verb *ī*, "go," and all its compounds, make the nom. sing. *iens*, and takes *eunt* in all the other cases.

2d. *Deponent verbs* have this participle like ordinary active verbs.

3d. Of course these participles govern the same cases as the verbs from which they are formed.

EXERCISE 143.

men, guarding the gates with-difficulty, are hard-pressed by de. 2. We beheld the legion fighting bravely. 3. The bar-
 ressing the river in-ships and on-rafts, will march into our
 4. I will grant the land to the Aedui asking (it). 5. The
 killed three thousand of our men resisting bravely. 6. The
 ing its horns (reflected) in the water, is beheld by the dogs.

EXERCISE 144.

lō timens, diurnis eō nocturnisque itineribus contendisti. 2.
 runt fortissimē pugnantes duo consules: neque id fuit falsum,
 pugnam proficiscentes dixerant. 3. Dux ex castris in mon-
 ens ab equitibus est interfectus. 4. Discēdens ab hibernis
 tē frātreque tuum legionibus praefecit. 5. Novissimōs
 multa millia passuum prosecuti, magnam multitudinem eorum
 occidimus. 6. Peritus nauta mare refluētibz undis stri-
 met. 7. Equestribz proelis Germāni ex equis dēsilientes,
 spe pugnābant. 8. Redeuntēs aggredimur quōs possumus et
 s.

LESSON LXXVIII.

The last participle to be spoken of is that com-
 called *the future participle active*. This may be
 conveniently formed as a general rule by changing
 the 3d stem into ūro-. Thus

<i>fut. partic. act.</i>	<i>meaning.</i>
ductūro-	<i>about to lead.</i>
arātūro-	<i>intending to plough.</i>
cāsūro-	<i>doomed to fall.</i>

future partic. of *es*-, "be" is *futūro*-.
 1st. *Deponent verbs have this participle* as well as simple
 be.

In eight verbs the fut. partic. is not made precisely in this
 these the commonest are the two deponents *or(i)*-, "arise,"
 i-, "die."

i-, 3. <i>mortuo</i> -,	fut. part.,	<i>moritūro</i> -,	"destined to die."
i-, 3. <i>orto</i> -,	" "	<i>oritūro</i> -,	"about to arise."

143. Though this participle is called *the future partic.*, it does not so much denote *futurity* as **intention** and **destiny**, and it is most commonly used in connection with the tenses of *es-* in just the same way as the perfect partic. pass. So we have—

moritūrus sum,	<i>I am doomed to die.</i>
cāsūrī erāmus,	<i>we were destined to fall.</i>
arātūrī erunt,	<i>they will be intending to plough.</i>

Actions may be regarded in three ways:

1. As begun and not finished, (<i>Imperfect</i>)	{ in <i>present time</i> , as scribo.
	{ in <i>past</i> " " scribebam.
	{ in <i>future</i> " " scribam.
2. As begun and finished, (<i>Perfect</i>)	{ in <i>present</i> " " scripsi.
	{ in <i>past</i> " " scripseram.
	{ in <i>future</i> " " scripsero.
3. As not yet begun, but only <i>Intended</i>	{ in <i>present</i> " " scriptūrus sum.
	{ in <i>past</i> " " scriptūrus eram.
	{ in <i>future</i> " " scriptūrus ero.

As we have hitherto called the first six tenses by *double name* as *present imperfect*, &c., so it is recommended that the last three be called *present intended*, &c.: though in some grammars they are called *the present &c. of the periphrastic future*. But these can with no more propriety be called periphrastic expressions, than *scriptus sum* &c. can be so called.

NOTE.—The *imperfect* tenses are made from the 1st stem, the *perfect* from the 2d stem, and the *intended* from the 3d stem.

EXERCISE 145.

1. The workmen, to whom the affair has been intrusted, are going to do nothing. 2. The ships on (*in* acc.) which the young men have embarked, are destined to perish. 3. I was intending to hold the military command of the neighboring state. 4. These legions were intending to cross the river, which flows (*in flu-*) into the lake Lemannus. 5. You were about to land the soldiers on (*in*) the island. 6. The mothers will intend to leave their daughters in the city in which they were born.

EXERCISE 146.

1. Imperatōri, quem multōs annōs secūtī sumus, omnēs rēs nostrās rectē commissūrī sumus. 2. Natiōnēs, quae trans Rhēnum incolēbant obsidēs tibi datūrae erant, et imperāta tua factūrae. 3. Nuntiōs ad Pompēium missūrī erātis, atque ille reliqua per sē actūrus erat. 4. Frūmentum omne, praeterquam quod sēcum portātūrī erant, Helvētī comburunt. 5. Dē meis in vōs meritis nōn sum praedicatūrus, quae sunt adhuc et meā voluntate et vestrā expectatiōne leviōra. 6. Et ex proximis hibernis et ā Caesare subsidia conventūra sunt. 7. Alexander ille magnus imperiō tōtius orbis terrarū potitūrus erat. 8. Malus sūm et medicus, qui morbi causam ignorans, morbum ipsum est cūrātūrus.

LESSON LXXIX.

EXERCISE 147.

1. As the eye, so the mind, (though) not seeing itself, sees other things. 2. Scipio, when once-on-a-time (*aliquando*) he intended-to-visit Caius the poet, was not admitted by him. 3. Darius, king of the Persians, put-to-death (*neca-*) his friend, (when) advising the best-things. Pliny the-elder, intending-to-examine the eruption of Mount Vesuvius, was overwhelmed by the smoke and ashes. 5. Darius saw the map of Alexander shining with-great brightness. 6. The Helvetii, intending-to-see new abodes, burnt all their towns and villages.

EXERCISE 148.

1. Praeceptor, in scholam venit discipulōs eruditūrus, puer attentē ditūrus. 2. Dārium agitābant per somnia speciēs imminentium rerum. 3. Bellovacī ad consilium nōn vērērunt, quod suō nōmine quae arbitriō cum Rōmānis bellum gestūrī erant. 4. Caesar in prōvinciam reditūrus erat atque dēlectum habitūrus. 5. Pompēius per illam rēionem cum legiōnibus iter facit, et in Hispāniam confestim est veniūrus. 6. Hōc spērans Caesar trēs legiōnēs ex castris ēductūrus erat. Nōnae legiōnis militēs, temere insecūtī longius fugientēs, in locum quum prōgrediuntur. 8. Pugnatū est utrimque fortissimē et ācerē.

LESSON LXXX.

We have now spoken of the three Latin participles which were said to be verbal adjectives. We must here treat of the **infinitive mood**, which is really a **verbal substantive**.

144. The word *infinitive* means *unlimited*, and those forms of the verb are so called which express the action of the verb without any *person-endings*.

In Latin the infinitive mood also expresses the action of the verb without any limitation as to time, though the names given in the grammars to the forms of this mood would seem to imply the contrary. But the infinitive mood has distinct forms or modes of expression to denote whether the action is **unfinished**, **finished**, or **intended**, and we find therefore in Latin an **imperfect**, a **perfect**, and a **future** (or *intended*) infinitive in the active and passive voices.

145. The infinitive is, as was said, a *verbal substantive* and it is used for the most part only as the **object** of the **subject** of another verb, and must be regarded therefore as in the *nominative* or the *accusative* case, *though undeclined*.

We have then in the active and passive voices together *six simple or compound forms* of the infinitive mood, divided into the three classes of **imperfect**, **perfect** and **future** (or intended.) We shall first give the form of these:

Imperfect.		Perfect.		Future.	
1. ama-	act. amāre	2. amāv-	act. amāvisse	3. amāto-	act. amātūro-esse
"	pass. amārī	3. amāto-	pass. amāto-esse	"	pass. amātum irī
1. mone-	act. monēre	2. monu-	act. monuisse	3. monito-	act. monitūro-esse
"	pass. monērī	3. monito-	pass. monito-esse	"	pass. monitum irī
1. audi-	act. audīre	2. audīv-	act. audīvisse	3. audito-	act. auditūro-esse
"	pass. audīrī	3. audito-	pass. audito-esse	"	pass. auditum irī
1. reg-	act. regere	2. rex-	act. rexisse	3. recto-	act. rectūro-esse
"	pass. regī	3. recto-	pass. recto-esse	"	pass. rectum irī
1. cap(i)-	act. capere	2. cēp-	act. cēpisse	3. capto-	act. captūro-esse
"	pass. capī	3. capto-	pass. capto-esse	"	pass. captum irī

NOTE.—1st. The *imperf. infin.* of *es-* is *esse*, and of *potes-* is *posse*.

2d. The *first*, *second* and *fourth* conjugations make the *imperf. infin. active* by the ending *-re*, and *passive* by the ending *-ri*.

3d. The *third* conjugation makes the *imperf. infin. act.* by the ending *ere*, and *passive* by the ending *i*.

4th. The *imperf. infin.* of verbs like *cap(i)-* is made from the *consonant-stem*, like the *third* conjugation.

5th. The *perf. infin. active* of all verbs is made by adding *isse* to the 2d stem.

6th. The *perf. infin. passive* of all verbs is made by combining the perfect part. pass. with the infin. of *es-*.

7th. The *ful. infin. active* of all verbs is made by combining the future part act. with the infin. of *es-*.

8th. The *ful. infin. passive* of all verbs is made by combining the accusative supine with the imperf. infin. pass. of *i-*. As the supines have not yet been spoken of, this expression cannot, of course, be understood at present.

9th. In the expressions composed of the participle and the infin. of *es-*, of course the participle completes the meaning of *es-*, and therefore must agree with its subject.

As in the exercises these infinitives will not all be introduced at once there is no need that they should all be perfectly learned now. It is only thought best to put all the forms together.

146. The infinitive mood is used simply (as the *accusative case*) as the **object** of the following classes of verbs, namely, verbs which denote,

- | | |
|-------------------------|--------------------------------------|
| 1. Wish, | as cupio ire, <i>I desire to go.</i> |
| 2. Power, | " possum ire, <i>I can go.</i> |
| 3. Intention, | " cōgito ire, <i>I intend to go.</i> |
| 4. Duty, | " debeo ire, <i>I ought to go.</i> |
| 5. Habit, | " soleo ire, <i>I am wont to go.</i> |
| 6. Commencement, | " incipio ire, <i>I begin to go.</i> |
| 7. Cessation, | " desino ire, <i>I cease to go.</i> |

This is not a complete enumeration, but it is sufficiently so for our purpose.

In the following exercises, the *imperf. infin. active* will alone be employed. Generally the infin. is placed immediately before the verb whose object it is.

EXERCISE 149.

1. We had determined to lead the army across the Rhine. 2. I was not able to discover ports suitable for larger ships. 3. We will endeavor to persuade the foolish woman. 4. You had begun to distribute the corn to the army. 5. The barbarians were not able to burst through the fortification. 6. We desired to reach the lower part of the island.

EXERCISE 150.

1. Conatus sum reficere pontes. 2. Helvetii quam maximum numerum iumentorum et carrorum coemere constituerunt. 3. Cum proximis civitatibus pacem et amicitiam confirmare debemus. 4. Veneti in Britanniam navibus transire consueverunt. 5. Per mediæ hostes perumpere potuistis, incolumesque ad unum in castra pervenistis omnes. 6. Equites lapides telaque in nostros conjicere coeperunt. 7. In scientiâ excellere pulcrum putamus. 8. In Galliam Caesar contendere instituit.

LESSON LXXXI.

147. We have seen that there are three forms (or tenses) of the infinitive mood, the imperfect, perfect, and future. The following rules with regard to the choice of one of them to suit each case must be particularly attended to.

We must employ

- | | | |
|--------------------------------------|-------------------------------|---|
| (1.) <i>The imperfect infinitive</i> | for actions <i>unfinished</i> | } at the time of
noted by the
principal verb. |
| (2.) <i>The perfect infinitive</i> | " <i>finished</i> | |
| (3.) <i>The future infinitive</i> | " <i>intended</i> | |

It will be seen, accordingly, that the form of the infinitive mood is wholly independent of the tense of the principal verb. Thus we may use with any tense

I. *The imperfect infinitive*, as

- | | |
|--------------------------|--|
| (1.) Gaudeo te videre. | <i>I am glad (to-day) to see you.</i> |
| (2.) Gaudebam te videre. | <i>I was glad (yesterday) to see you.</i> |
| (3.) Gaudēbo te videre. | <i>I shall be glad (to-morrow) to see you.</i> |

II. The *perfect* infinitive, as

- (1.) Audit tē ivisse. *He hears (to-day) that you have gone.*
 (2.) Audiebat tē ivisse. *He heard (yesterday) that you had gone.*
 (3.) Audiet tē ivisse. *He will hear (to-morrow) that you have gone.*

III. The *future* infinitive, as

- (1.) Spēras mē ventūrum esse. *You hope (to-day) that I shall come.*
 (2.) Spērabās mē ventūrum esse. *You hoped (yesterday) that I should come.*
 (3.) Spērabis mē ventūrum esse. *You will hope (to-morrow) that I shall come.*

In the following exercises the *perfect* and *future* infinitive active will be employed as well as the imperfect.

148. NOTE.—The four following verbs are called *semi-deponents*, because the *imperfect* tenses are conjugated with the *active* person-endings, and the *perfect* tenses are made like the *passive*. They have, therefore, only the 1st and 3d stems.

1. aude-	3. auso-,	dare.
1. fid-	3. fiso-,	trust.
1. gaude-	3. gāviso-,	rejoice.
1. sole-	3. solito-,	be accustomed.

EXERCISE 151.

1. The enemy do not dare (*to-day*) to join battle. 2. The horse-soldiers did not dare (*yesterday*) to leap-down from their horses. 3. The cowardly sailors will not dare (*to-morrow*) to sail, even (*vel*) with-a-favorable wind. 4. The orator is-accustomed to defend the causes of the poor. 5. Caesar was accustomed to finish all things with-the-greatest quickness. 6. The old-man rejoiced to narrate very long stories.

EXERCISE 152.

1. Helvētīī dicuntur omnia sua aedificia incendisse. 2. Helvētīī dicuntur omnia sua aedificia incendere. 3. Helvētīī dicuntur omnia sua aedificia incensūri esse. 4. Hostēs locis superiōribus occupātis itinere exercitum prohibere cōnātī sunt. 5. Narrātur hic pāgus unus, patrum nostrōrum memoriā, domō exisse, et consulem exercitumque ejus interfecisse. 6. Consuevērunt di immortālēs nonnullis secundiōrēs

interdum res et diuturniorem impunitatem concedere. 7. Hostes castris exire et proelium committere non ausi sunt. 8. Amicos rebus angustis deserere non soliti sumus.

LESSON LXXXII.

149. We have seen that some kinds of compound sentences are made by attaching *secondary* sentences to *primary* ones by the help of the *relative* pronoun (**adjectival** sentences), or by *subjunctions* (**adverbial** sentences); see § 108 and § 113. But compound sentences may also be made by joining one *primary sentence* to another as its **object** or **subject**: i. e., one sentence may be used as a **noun** to another. Sentences so attached in this book will be called **nominal sentences**.

150. Examine the following sentences.

- (1.) I fear *to die*.
- (2.) I hope that *Caesar will conquer his enemies*.
- (3.) *To lie* is disgraceful.
- (4.) For a *Christian to lie* is disgraceful.

In the 1st and 3d sentences we have the infinitive mood used by *itself* to express (1) *the object*, and (3) *the subject* of the principal verb, and as it was said that the infinitive mood is a neuter noun, used either in the *nomin.* or *accus.* case, it is clear that in (1) it is in *the accus.* case, and in (3) it is in *the nomin.* case.

It will be observed also that in sentences (2) and (4) the words marked by italics stand respectively for *the object* and *the subject* of the principal verb; and on the same principle as before the verbs "will conquer" and "to lie" must be in the *infin.* mood. But in these sentences *the subjects* of those verbs also are given; in (2) "Caesar," in (4) "a Christian;" and it is a peculiarity of the Latin language that **the subject is in such cases made in the accus. case**, even though the sentence in which it stands is used as the *subject* of the other verb. This matter is of the greatest importance; and it is hoped

that in the examples now to be given, the teacher will be very careful to see that his pupils understand—

- (1.) Whether the infinitive mood stands for *object* or *subject*.
- (2.) The reason of the *tense* of the infinitive mood.
- (3.) The form which the nominal sentence would take if it were used by itself as a primary sentence.
- (4.) That the English word “that” is not translated when introducing nominal sentences.
- (5.) That the English word “it” is often used in anticipation of the subject, when the subject is a nominal sentence, and must of course be untranslated in Latin.

151. It is particularly to be observed that as the infinitive mood has no *person-endings*, when a verb, which in the indicative mood would have its subject sufficiently indicated by the ending, passes into the infinitive mood, its subject must be expressed, in the accusative case; and that if the subject of the infinitive is in the 3d person, and is the same as the subject of the principal verb, it must be expressed by the reflexive pronoun *sē* for all genders and numbers.

EXAMPLES.

- (1.) Caesar said (that) *he had conquered the Germans.*
Caesar dixit sē Germānōs vicisse.
- (2.) Caesar hopes (that) *he will conquer the Germans.*
Caesar sperat sē Germānōs victūrum esse.
- (3.) It is honorable (for) *a soldier to meet death for his country.*
Decōrum est militem prō patriā mortem oppetere.
- (4.) Caesar forbade the soldiers to destroy the bridge.
Caesar vetuit milites pontem rescindere.

NOTE.—It will probably be well for the teacher to go over each of the coming English sentences with his pupils, before they translate them, pointing out the particulars above alluded to.

EXERCISE 153.

1. The consul promises (that) he will not fail the senate and the commonwealth. 2. The consul promised (that) he would not fail the senate and the commonwealth. 3. I perceive (that) the ships are approaching the entrance of yonder harbor. 4. I perceive (that) the ships have approached the narrow strait. 5. It is a great disaster (that) ye have thrown-away (your) arms. 6. It was reported to Caesar that the Helvetii were marching through the territories of the Sequani.

EXERCISE 154.

1. Sentimus calere ignem, nivem esse albam, dulce mel. 2. respondit, pacis causam se aequo animo tulisse detrimentum sui. 3. Mulier dixit, se postero die opus esse confecturam. 4. No gentes se angustis finibus habere arbitrabantur. 5. Certi facti vos contra nos conjurare, et inter vos obsides dare. 6. Helvetii suis Orgetorigem ex vinculis causam dicere coegerunt. 7. epistolam certiores facti sumus hostes legionem nobis auxilio reppulisse. 8. Notum est Hannibalem adversus Romanos se pugnasse.

LESSON LXXXIII.

EXERCISE 155.

1. There very few, having trusted to their strength (*pl.*), at swim across. 2. The Belgae were-indignant (*molesti fieri*) that it of the Roman people should winter and become-firmly-settled (*inveterasc-*) in Gaul. 3. The Remi say that they intrust their and their (property) to (*in acc.*) the power and protection of the people, and (that they) had *not* (*neque*) agreed with the rest Belgae. 4. Caesar learns from the scouts that all the rest of the would soon be in arms. 5. At length, late-in-the-day (*multo*) learned that the enemy had moved their camp, and that you were ing to me. 6. The barbarians boasted that they had engaged the Romans in pitched-battle (*acti*) and had conquered them.

EXERCISE 156.

1. Negavimus nos more et exemplo populi Romani posse per provinciam dare. 2. Videbam periculosum populo Romani

Germanos paulatim consuescere Rhenum transire. 3. Polliciti estis vos obsides daturus esse, et imperata nostra facturum. 4. Juravisti te, nisi victorem, in castra non reversurum. 5. Confessus es scire te illa esse vera. 6. Dixi me proximam nocte de quarta vigilia castra moturum. 7. Aperta est magis ingenui est quam fronte occultare sententiam. 8. Sapientis est consilium explicare suum de maximis rebus.

LESSON LXXXIV.

152. In the last two sentences of the preceding exercise there were instances of a use of the genitive case, which could not be conveniently mentioned before the introduction of the infinitive mood; though it really falls under the head of the *possessive* genitive, § 36.

The genitive is used constantly with the verb *es*-to denote that some *point of character* &c. belongs to the person represented by the genitive. Instead of the genitive of *personal pronouns*, the *neuter sing. nom. or acc.* of the corresponding *possessive* pronouns is used.

EXERCISE 157.

1. It is (the duty) of a wise-man not to fear adversity. 2. It is (the part) of a just judge to preserve the innocent. 3. It is (a mark) of a foolish-man to persevere in errors. 4. It is (the duty) of a prophet to see-beforehand (*praevidere*) the future. 5. It is (a mark) of a generous soul to assist the wretched. 6. It is (the duty) of a good king to secure the peace of the state.

EXERCISE 158.

1. Barbarorum est in diem vivere. 2. Tuum est legibus patriae parere. 3. Est boni oratoris multa auribus accipisse, multa vidisse. 4. Magni animi est divitiis contemnere. 5. Non meum est rebus adversis perturbari. 6. Parentum est alere liberos; liberorum, parentibus obsequere. 7. Putant se id facere non posse sine maximo periculo. 8. Stultorum est aliorum vitia cernere, sua non cognovisse.

LESSON LXXXV.

In the following exercises the imperfect and perfect infinitive of passive and deponent verbs will be introduced. For their formation see the table in Lesson LXXX.

EXERCISE 159.

1. Towards (*sub acc.*) evening I ordered the gates to be shut, and the soldiers to go-out from the town. 2. The town, fortified by the nature of the place and by art, cannot be stormed. 3. It is (a mark) of a constant-man, not to fear danger or reproach. 4. The Britons, having followed-closely with all their forces, were hindering our-men from-going-out (*infin.*) from the ships. 5. The blind beggar feels that he has been wounded. 6. It is reported to Caesar that the ships have been set-on-fire.

EXERCISE 160.

1. Tertiā ferē vigiliā solvistī, equitēsque in ulteriōrem portum prōgredi et nāvēs conscendere et tē sequi jussistī. 2. Principēs cognōverunt magnam partem senātūs in urbem convēnisse et lēgātōs ad Caesarem dē pāce et amicitīā missōs esse. 3. Arbitratī estis id bellum celeriter confici posse. 4. Hōc tibi persuāsī, consilium ab amicissimō homine, nōn ab hoste, datum esse. 5. Stultī est inānibus rēbus commovēri. 6. Animadverterās omnēs oppidī partēs praeruptissimis saxīs esse munitās. 7. Caesar suās ex omnibus partibus vulnerārī vidēbat. 8. Illi nostrōs regredi nōn patiēbantur, quod timōre adductī locum relinquere vidēbantur.

LESSON LXXXVI.

EXERCISE 161.

1. Some-men asserted that Caesar, constrained by want of corn, had hastened into the province. 2. Caesar saw that the-battle-was-being-fought in-a-disadvantageous place, and that the enemy's forces were being augmented. 3. Caesar thought it-was-injurious to depart from the war and the enemy. 4. The chief assured (*p. h.*) his-men, that the Romans would either not endure want (of provisions), or with-great

danger, would advance too-far from their camp. 5. The townsmen, a shout having been raised, began to take (their) arms, to shut the gates, to man the wall. 6. Caesar was sure that, if that town were recovered (*abl. absol.*), he would reduce the whole state under (*in acc.*) his power.

EXERCISE 162.

1. Tertiô diâ, missis ex oppidô lëgâtis de deditiône, arma comportari, jumenta prôdûci, obsidës dari jubet. 2. Scelerâtus homo nôn intelligit, pietâte et religiône et justis precibus Deorûm inentës, nôn contaminâtâ superstitiône, posse placâri. 3. Omnës militës jurant sc̄ exercitum ducesque nôn deserâtûrës, neque sibi sêparâtîm à reliquis consilium captûrës. 4. Dixeräs Aeduôs tēcum et cum Sëquanis contentiônës habuisse. 5. Centuriônës qui diligentiôrës vidëri volëbant, portäs castrorûm totam noctem custodiëbant. 6. Vidimus hostës in aquam progrëssôs esse. 7. Senatûi nuntiäbitur foedus violatum esse. 8. Dico Lüculli adventû maximäs rëgis cöpiäs omnibus rëbus ornâtäs atque instructäs fuisse, urbemque Asiæ clärissimam obsessam esse ab ipso rëge maximä multitudine.

LESSON LXXXVII.

153. We must now speak of **interrogative sentences** or **questions**.

Questions are of two sorts :

1st. Those which *do not assume the truth of the fact* spoken of in the question, but ask whether it be true or not, as : *Did Brutus kill Caesar ?*

Call these **fact-questions**.

2d. Those which *do assume the truth of the fact spoken of* in the question, and ask for more information about it, as : *Who killed Caesar ?*

Call these **word-questions**.

We shall speak first of the 1st class.

154. In English such questions are expressed by putting the subject of the verb immediately after it, or

after its auxiliary, as in the above example. But since in Latin the subject of the verb was often omitted (being sufficiently indicated by the person-ending) it was necessary to have some other way of pointing out the difference between an *assertion* and a *question*. For instance: the three words, *Brūtus Caesarem occidit*, though commonly placed in this order, may be arranged in any way without its being indicated by their position that a question is asked. In Latin therefore certain words called *interrogative particles* are used, the presence of which in a sentence shows that a question is asked, and not a fact asserted.

The interrogative particles used in Latin for simple questions are:

155. (1) *Ne*, enclitic: i. e., *appended*, to the most emphatic word: as, *Brūtusne Caesarem occidit?* *Was it Brutus who killed Caesar?*

156. (2) *Num* placed at the beginning of the sentence, when the answer "no" is expected: as, *Num Brūtus Caesarem occidit?* *Did Brutus kill Caesar?* (no.)

157. (3) *Nōne* placed at the beginning of the sentence, when the answer "yes" is expected: as, *nōne Brūtus Caesarem occidit?* *Did not Brutus kill Caesar?* (yes.)

Often however the enclitic *ne* is used when the sense seems necessarily to require the answer "yes," or "no." In these instances the question may be supposed to be stated with the two possible alternatives, as: *potestne virtūs servīre?* "can or cannot virtue be a slave?" In such cases in the exercises *ne* will be inserted in parentheses; and the emphatic word to which *ne* is to be appended will be marked by italics; and the expected answer will be inserted when *num* or *nōne* must be used.

EXERCISE 163.

Does the concourse of all good-men move thee *not-at-all* (*nihil*)? Do not poets wish to be celebrated after death? (Yes). 3. Are we change the-past (*pl. n.*)? (No). 4. Does (not) Socrates appear as a happy life in virtue alone (*ae*)? 5. Do-you-(not)-see (*ae*) is evil is (one) of-opinion, not of-nature? 6. Do the remaining ns of the mind fall upon (*in*) the wise man? (No). 7. To *this* (*ine*) life will you call-back that man? 8. Is not a dog very-like? (Yes).

EXERCISE 164.

Ugone has injurias diutius patiar quam necesse est? 2. Nonne is triumphatum hodie de vobis esse? 3. Num potes populari erram, quae te genuit atque aluit? 4. Num ignavissimos hostes timetis quam Deos, per quos iurastis? 5. Verbisne istis, frater, tibus persuasurum esse credis? 6. Num haec vobis forma sanae is videtur? 7. Deditisne vos urbem, agrorum, divina humanaque in ditionem populi Romani? 8. Arbitrarisne consulem aut in pugnam inivisse, aut firmasse subsidium aciem, aut ulli boni is functum officio?

LESSON LXXXVIII.

§8. **Word-questions** are those which, while assume the truth of the fact spoken of, demand more information about it. Such questions are asked by *inter-ve pronouns* or *interrogative adverbs*.

§9. *Interrogative pronouns* form the fifth class spoken Lesson XLIX.

The principal pronoun of this class in Latin is *quo*-de-exactly like the relative pronoun except in the *nomi*-and *accusative singular*. The difference will be ob-1 at once.

	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>
Nom.	<i>quis</i>	<i>quae</i>	<i>quid.</i>
Acc.	<i>quem</i>	<i>quam</i>	<i>quid.</i>

§10. But it is to be observed that *qui* and *quod* are used when a noun is joined with the interrogative;

i. e. *quis* and *quid* are *nearly always* used as sub-
qui and *quod* as adjectives. Thus

Who calls me?	is translated by	<i>quis mē vocat</i>
What slave calls me?	" " "	<i>quī servus m.</i>
What do you read?	" " "	<i>quid legis?</i>
What song do you read?	" " "	<i>quod carmen</i>

Besides *quo*-, the adjectives *quāli*- "of wh-
quanto- "how great," are used as interrogative
questions; and so also the following adverbs: *ubi*,
quō, "whither," *quando*, "when," *cūr*, "why," *q*
 not," and some others.

161. The interrogative *quo*- is made more
 by the addition of the syllable *-nam* to all its c
 also find the prefixes *ec*, and *num*, used with it:

quisnam, quaenam, quidnam, &c.
 ecquis, ecquae (*or* ecqua), ecquid, &c.
 numquis, numquae (*or* numqua), numquid

But the last (like *num*) is only used when a
 answer is expected.

EXERCISE 165.

1. Who writes these letters? 2. By whom are these lette
 3. Whose note is sweeter than the note of the nightingale?
 bird sings more sweetly than the nightingale? 5. Who u
 famous opinion? 6. What philosopher uttered that famou
 7. Who (*quisnam*) perpetrated this crime? 8. O country (p
 shall I behold thee?

EXERCISE 166.

1. Quis dē rē tam clārā dubitāre potest? 2. Quem viru
 celebrābimus? 3. Quī vir ā nōbis carmine celebrābitur? 4
 aliēna imperia perferimus, quisnam liber est? 5. Quis clāri
 ciā fuit Themistoclēs? 6. Quī cantus moderatā orātiōne e
 quod carmen artificiosā conclusiōne aptius? 7. Quis am
 frāter frātri? 8. Quis mortālium omnibus hōris sapit?

LESSON LXXXIX.

EXERCISE 167.

1. Who am *I*, and what faculty is there in me? 2. What is more sweet than to have a true friend? 3. Did old-age compel the chief of philosophers to grow-alack (*obmutesc-*) in their studies? (No). 4. *Could (we)* so-great a mind (not) produce a pleasant old-age. 5. Was the old-age of these-men miserable, who delighted themselves in-the-cultivation of the field? 6. What is more foolish, than to take (*habere*) uncertain-things for (*pro*) certain, false-things for true?

EXERCISE 168.

1. Qui pavor hic, qui terror, quae oblivio animos cepit? 2. Mortem omnibus hominibus impendentem timens qui (*how*) poterit animo consistere? 3. Nonne multo melius est, otiosam aetatem et quietam, sine ullo labore et contentione transducere? 4. Quem intelligimus divitem, aut hoc verbum in quo homine ponimus? 5. Quae servitus est, si haec libertas existimari potest? 6. Quae est civitas? Omnino conventus etiam ferorum et immanium? Omnino etiam fugitivorum ac latronum congregata in unum locum multitudo? 7. Quomodo, tot legibus in exilium eiectus, nomen exulis non perhorrescis? 8. Ecquando unam urbem, ecquando communem patriam habebimus?

LESSON XC.

¶ 62. The interrogative pronoun to be used, *if only two persons are spoken of*, is *utro*. This, as well as the adjectives *solo*- "alone," *toto*- "the whole," *alio*- "the other," *altero*- "the other of two," "the second," *neutro*- "neither," *uno*- "one," *nullo*- "none," *ullo*- "any," takes the ending *-ius* for the genit. sing., and *-i* for the dat. sing. in all genders, like the demonstrative pronouns *illo*- and *isto*.

NOTE.—The *i* in the ending *-ius* is marked long. This is the proper quantity, no doubt, as all these genitives arise from the contraction of *-ius* with the *o* of the stem. But *alterius* is incorrectly said to have the *i* always short; and *altus* has it always long, as in it there is a double contraction from *altius*. The other words are often found short in the poets, but they are pronounced long in prose.

The declension of three of these words is here given one of the three genders in the sing.

	utro- (<i>masc.</i>)	altera- (<i>fem.</i>)	alio- (<i>neut.</i>)
<i>Nom.</i>	uter.	altera.	aliud.
<i>Acc.</i>	utrum.	alteram.	"
<i>Gen.</i>	utrius.	alterius.	alius.
<i>Dat.</i>	utri.	alteri.	alii.
<i>Abd.</i>	utrō.	alterā.	aliō.

Observe that *alio* has *aliud* in the *neut. sing. nom* and *acc.* The plural of all these words is regular.

EXERCISE 169.

1. Which of these (two) is more worthy of punishment? 2. To which of-us (two) shall the new book be given? 3. Demosthenes and Cicero were most excellent orators: which of them do you prefer? 4. The other cities, being worn-out by the long war, received the army within (their) walls. 5. The other town, having been plundered and burnt, was nothing profitable to the weary soldiers. 6. On the second day, the army came to a village abandoned by the enemy.

EXERCISE 170.

1. Nuntii ad alias Aeduorum civitates a nobis missi tandem ad castra reverterant. 2. una urbs, posita in altissimo monte omnēs aditus difficillimōs habebat. 3. Certior a nobis factus funditorēs trans pontem transducis, et ad hostēs contendis. 4. Tōtae sociōrum cōpiae pulsae superataeque passim fugiunt. 5. Hī principēs, studiō novārum rerū adducti, imperium tōtius Galliae appetiverunt. 6. Alter eōrum Graecus fuit, alter Rōmānus. 7. Tibi solī ex tot millibus captivōrum imperātor parcat. 8. Alteram regiōnis partem, penitus a militibus vastatam hostibus relinquo.

LESSON XCI.

163. We have now to speak of the **imperative mood**, or the forms of the verb used in *commanding*.

Of this mood there are two tenses, called *present* and *future*, the uses of which will be explained hereafter. As the forms of these are very easily learned, it is thought sufficient to present them here in one view, without calling attention particularly to the formation.

It will be seen that of the *present* imperative both active and passive, only the 2d persons singular and plural are used; while of the *future* imperative we have in the active the 2d and 3d persons singular and plural, and in the passive the 2d and 3d persons singular, and only the 3d person plural.

	ama-	mone-	audi-	reg-	cap(i)-
Active.					
Pres. Sing. 2.	amā.	monē.	audi.	rege.	cape.
Plur. 2.	amāte.	monēte.	audite.	regite.	capite.
Fut. Sing. 2.	amāto.	monēto.	audito.	regito.	capito.
3.	"	"	"	"	"
Plur. 2.	amātōte.	monētōte.	auditōte.	regitōte.	capitōte.
3.	amanto.	monento.	audiunto.	regunto.	capiunto.
Passive.					
Pres. Sing. 2.	amāre.	monēre.	audire.	regere.	capere.
Plur. 2.	amāmini.	monēmini.	audimini.	regimini.	capimini.
Fut. Sing. 2.	amātor.	monētor.	auditor.	regitor.	capitor.
3.	"	"	"	"	"
Plur. 3.	amantor.	monentor.	audiuntor.	reguntor.	capiuntor.

164. The verbs *dīc*-, "say," *dūc*-, "lead," *es*-, "be," *fac(i)*-, "make," *fer*-, "carry," do not take the ending *e* in the 2d pers. sing. of the present imperative active. In that person they are therefore unaltered. The imperative of *es*- and its compounds is thus conjugated.

Present.	2. <i>sing.</i>	<i>es.</i>
	2. <i>plur.</i>	<i>este.</i>
Future.	2. <i>sing.</i>	<i>esto.</i>
	3. "	<i>esto.</i>
	2. <i>plur.</i>	<i>estōte.</i>
	3. "	<i>sunto.</i>

No exercises will be given in this lesson, that the time may be devoted to learning the above forms.

LESSON XCII.

165. The forms of the **present imperative** are used in requests and directions of an *unemphatic* character, and generally in relation to *time present* or *immediately succeeding*; and thus it has only the 2d person. It is however very rarely used in *negative directions (prohibitions)*, some forms of the subjunctive mood, to be spoken of hereafter, being used instead of it.

It is to be particularly observed that in prohibition the negative adverb is *nē* (not *nōn*). *Nēve* is the form used instead of *et nē*.

EXERCISE 171.

1. Advance with a-brave mind, Lacedaemonians; to-day, perhaps we shall sup with (*apud*) the gods-below. 2. Mother, I call-upon the arise and bury (thy) son. 3. Believe me, (*dat.*) no-one of-you will eat (*consequ- dep.*) me, when I have-gone-forth (*excēd- fut. perf.*) hence. 4. See O stranger, at-Sparta, that you have seen us lying here. 5. Leap-dow fellow-soldiers, unless ye-wish (*vultis*) to betray the eagle to the enemy. 6. Allow me, O friend, to expire in this slaughter of my soldiers.

EXERCISE 172.

1. Audi, Jūpiter, dique omnēs coelestēs, vōsque terrestres, vōsque inferni audite. 2. Adeste civēs, adeste commilitōnes. 3. Si vō vidētur, discēdite, Quiritēs. 4. Adeste, di testēs foederis, et expet poenas, debitās simul vōbis violātis, nobisque per vestrum nūmen ceptis. 5. Obsecro, civēs, mihi miserō atque innocentī subvenite. Haerēte affixi contionibus, et in forō vivite. 7. Praebete vōs, o civ in rē tam trepidā patribus obēdientēs. 8. Avertite ab irā parumper cognitionem et cogitationem animōs. 9. Mei potius miserēmini, o civ filiaeque meae. 10. Si dormis, expergiscere, si stās, ingredere, si grederis, curre, si curris advolā.

LESSON XCIII.

166. The **future imperative** has, as we have seen, three forms in the active and two in the passive: that of the singular in each voice being employed for the 2d and 3d persons.

It is used in giving *more urgent commands*, and has reference to *future time* generally, and it is the mood used in *laws, wills, &c.*, and corresponds in meaning to the word "shall," as used in the commandments: e. g., "**Thou shalt not steal.**" There are a few verbs however of which the future imperative is used with the same force as the present imperative generally possesses. Among these are *sci*-, "know," and *habe*-, "hold." Though, as has been said, the *present* imperative is not often used in *prohibitions*, in laws *nē* is found with the future imperative. Thus the eighth commandment, given above, would be in Latin, *nē fūrator*.

EXERCISE 173.

1. If you, O friend, shall be able (*perf.*) to-get-hold-of (*assequ*-, dep.) me, bury (me) as shall seem-fit to yourself. 2. The vestal virgins in the city shall guard the everlasting fire of the public hearth. 3. The two (*men*) shall-be of-royal authority (*abl.*) and they shall-be-called consuls. 4. My slave shall-be free. 5. It is not enough that poems should-be pretty; (they) must be charming (*dulci*-), and must-carry (*ag*-) the mind of the hearer whithersoever they wish (*fut.*). 6. The fishermen must-draw-together the net.

EXERCISE 174.

1. Bacillum propter mē pōnitōte, quō volucrēs et canēs abigam. 2. Cadāvera primā luce sepeliuntur. 3. Puerī haec carmina ad verbum discunt. 4. Quum valētūdini tuae consuleris, tum consulto nāvigationi. 5. Rem vōbis prōponam: vōs eam suō, nōn nōminis pondere penditōte. 6. Fabri materiā et aere nāvium afflictārum tituntur ad reliquas reficiendās. 7. Latro statim comprehenditor et in vincula con-jicitor. 8. Paucis diēbus frumentum militibus mētitor.

LESSON XCIV.

We have seen that Participles are *verbal adjectives*, and that the infinitive mood is a *verbal substantive*, used in the nomin. and accus. cases only.

167. There is besides these verbals, another participial form made by adding

to <i>a</i> -stems and <i>e</i> -stems	ndo.
to all others	endo.

NOTE.—The connecting vowel is sometimes *u*, making **undo.**

Thus from <i>ama-</i>	is formed	<i>amando-</i>	"loving."
" <i>mon-</i>	" "	<i>monendo-</i>	"advising."
" <i>audi-</i>	" "	<i>audiendo-</i>	"hearing."
" <i>reg-</i>	" "	<i>regendo-</i>	"ruling."
" <i>cap(i)-</i>	" "	<i>capiendo-</i>	"taking."
" <i>g-</i>	" "	<i>eundo-</i>	"going."

168. This participial form is used—

1st. As a noun in the sense given above; but only in the *neuter singular*, and not in the *nominat. case*, and is then called the **Gerund**.

2d. As an adjective in the sense of "*to be loved*," &c., and is then called the **Gerundive**.

The Gerundive is sometimes called the *future participle passive*, and has a twofold use:

1st. As a simple adjective in agreement with a noun, like a participle.

2d. In a peculiar sense in connection with the verb *es*.

We shall first speak of the **Gerund**.

169. As the *Infinitive* mood is a neuter noun, used only in the *nominative* and *accusative* cases, the **Gerund** is used as a noun to supply the place of the infinitive for the other cases; and it may stand also in the accusative case, when following a preposition, as the infinitive is very rarely found so governed.

The following sentences are examples of the gerund employed as a noun in the accusative, genitive, dative and ablative cases.

NOTE.—The gerund, like the infinitive, governs the same case as the verb from which it is formed.

170. (1). The accusative case of the gerund is for the most part used after the prepositions *ad* and *inter*. The following examples will show its meaning then.

Mitto lēgātum ad inspiciendum. *I send an ambassador for the purpose of looking into (the matter).*

Bōs ad arandum nātus est. *The ox was made for ploughing.*
Inter agendum cavēto. *You must be careful while driving (the flock.)*

171. (2). The genitive case of the gerund is employed to limit the meaning of a noun, for the most part objectively (see § 34).

Spēs potiundī castris militēs excitat. *The hope of gaining the camp urges on the soldiers.*

Titus erat equitandī perītus. *Titus was skilled in horsemanship.*

172. (3). The dative case of the gerund is governed either by verbs or adjectives, the latter being sometimes understood.

Multi regnandō studuerunt. *Many gave their attention to reigning.*

Solī bonī idōneī sunt aliīs iustē imperandō. *The good alone are fit to govern others justly.*

173. (4). The ablative case of the gerund is used either as *ablative of means* or after the prepositions *in*, *ab*, *ex*, *dē*.

Volscus standō et vigiliis fessus erat. *The Volscian was weary (of) by standing and watching.*

Summa voluptās ex discendō derivatur. *The greatest pleasure is derived from learning.*

Virtutes cernuntur in agendō. *The manly virtues are seen in action.*

No exercises are given in this lesson, that the form and uses of the gerund may be well understood, before the pupils have to translate any sentences containing it.

LESSON XCV.

EXERCISE 175.

1. While (*inter*) fighting, thirty ships of the enemy were teen (were) sunk. 2. All burned with a wonderful passi regaining (their) liberty. 3. God made the ox for-the ploughing. 4. Few-men are fit for speaking. 5. Wal defending against the violence of enemies. 6. The guide v with horsemen to examine.

EXERCISE 176.

1. Omni occasione recte utendō Caesar potens factus e quam ingenium idem ad res diversissimās, pārendum atque i habilius fuit. 3. Hannibal primā lūce equitēs, transgressō equitare portis jubet, jaculandōque in stationēs elicere ad pug 4. Hannibal, advocatā contiōne, variē militum animōs versa adhortandōque. 5. Omnēs res satis comparatæ sunt ad trājici occultissimē. 6. Militibus labōre ac pugnandō fessis qui 7 Eadem fortūna, quæ necessitatem pugnandi impōnit, præmia victōribus prōponit. 8. Aliis timor hostium audiendi flūmen fecit, transgressique in castra pervēnerunt.

LESSON XCVI.

174. When the Gerund is formed from a verb, and has its object expressed, (in the a the **gerundive** is generally employed instead the following changes of construction—

1. *The accusative (the object) takes the case of t*
2. *The gerundive agrees with the noun which wa of the gerund.*

As this is very important, let the following be carefully studied. The sentences in parentl what would be the construction of the gerund; the construction of the gerundive.

175. 1st. (Gerund in the **accusative**.)

(Puer aptus est ad literās tractandum). *The boy is fit for handling literary matters.*

Puer aptus est ad literās tractandās. *The boy is fit for literature to be handled.*

2d. (Gerund in the **dative**.)

(Asinus idōneus est onera portandō). *The ass is proper for carrying burdens.*

Asinus idōneus est oneribus portandis.

3d. (Gerund in the **genitive**.)

(Ars civitatem gubernandi est difficillima). *The art of governing a state is very difficult.*

Ars civitatis gubernandae est difficillima.

4th. (Gerund in the **ablative**.)

(Literās tractandō ingenium acuitur). *The mind is sharpened by handling literature.*

Literis tractandis ingenium acuitur.

176. NOTE.—1st. In the first two of these cases (*i. e.* when the gerund, if used, would be in the **accusative** or **dative** case,) the gerundive (or passive) construction is always to be employed: and far most commonly is it found in the last two also; *i. e.* when the gerund, if used, would be in the **genitive** or **ablative**. The exceptions are for the most part found in those cases where, if the gerundive were used, the gender of a pronoun (or adjective used as a noun,) would be left in doubt; so we should say *cupiditas plura habendi*, and not *cupiditas plerum habendorum*.

2d. In English almost always the gerund (or active) construction is used; and so, in translating the above sentences, only one form of words has been given for both modes of expression, except in the first case.

In the following exercises the words marked by italics, though the verb may in English be active, are to be translated by the gerundive (or passive) construction.

EXERCISE 177.

1. The art of *educating boys* is difficult.
2. Ye were wasting time in *sending embassies*.
3. This nation is unskilled in (*ad*) the arts of *besieging cities*.
4. I was sent home (to treat) concerning *exchanging prisoners*.
5. Time was not given *for-executing those things* which had been determined-upon.
6. The Romans built (*p. h.*) a fort for-the-sake-of *defending the bridge*.

EXERCISE 178.

1. Consul censūbat id esse maximum vinculum sociis in fidē contēndis. 2. Hannibal dixit se Ibērū trājēcisse ad dēlendum nōmen Rōmānōrum, liberandumque orbem terrarū. 3. Hōc primō proeliō facile apparuit campōs patētēs, quālēs sunt inter Padum Alpēsque, bellō gerundō Rōmānis aptōs nōn esse. 4. Viginti nāvēs ad dēpopulandē oram Italiæ à Carthāginiensibus missæ sunt. 5. Prudentia est rērum appetendārum et fugiendārum scientia. 6. Magnās cōpiās mīsimus nōn ad tuendōs tantummodo veterēs sociōs conciliandōsque novōs, sed etiam ad pellendum Hispāniā Hasdrubalem. 7. Hannibal quingentōs equitēs ad dēpopulandōs sociōrum populī Rōmāni agrōs mittit. 8. Optimī auctōrēs trādunt, biduō vix locum rate jungendō flūminī inventum esse.

NOTE.—It will be well for teachers to exercise their pupils in altering the above Latin sentences into the active (gerund) construction.

LESSON XC VII.

177. The gerundive is very often used in connection with verbs denoting to transfer, to let out, to hire, &c., in agreement with the object of those verbs if they be active, and with their subject if they be passive. Such verbs are *locā-*, "let-out at rent," *condūc-*, "hire," *suscip(i)-*, "undertake," *cūra-*, "take care," &c., &c. In this construction it is implied, that the purpose of the action is, that something should be done to the object or subject. This will be clear from the following examples.

Columnam conduxerat faciendam. Lit., he had hired (pillar to be made) i. e., he had contracted to build a pillar. *Pontem in Arari faciendum cūrat.* Lit., he takes care of (bridge to be made,) i. e., he has a bridge built over the Saone. *Urbs militibus diripienda data est.* The city was given to the soldiers to be plundered. Lit., (a to be plundered city) was given to the soldiers.

It will be seen from the above sentences that the gerundive, in agreement with the object or subject, is in reality nothing more than an adjective, and forms with the noun a compound object or subject.

EXERCISE 179.

1. The Roman people gave *the war* to Crassus to carry-on. 2. The consul had (*cūra-*) *the deserter led back* to the king. 3. Conon had (*cūra-*) *the walls of Athens repaired*. 4. They contracted (*locā-*) with him (*dat.*) to make a monument of-marble (*adj.*). 5. The great king had (*cūra-*) *the Roman citizens* in all Asia *butchered* in-one day. 6. Antigonus gave *the dead chief* to his relations to bury.

EXERCISE 180.

1. Posterō diū praetor vestimenta exercitus praebenda locat. 2. Mercator tabulās ac statuās in Italiam portandās conduxit. 3. Bonus praeceptor ingeniorum discrimina notat eorum, quos erudiendos suscipit. 4. Caesar longis navibus exercitum transportandum curaverat. 5. Caesar quam plurimās naves hieme aedificandās veteresque reficendas curat. 6. Natura res domesticās procurandās et administrandās mulieribus dedit. 7. Caesar captam urbem diripiendam militibus concessit. 8. Pueris bonos libros legendos damus.

LESSON XCVIII.

It was said in § 168, that the gerundive, besides its use as a simple adjective (or a future participle), was used in a peculiar sense in connection with the verb *es*.

178. The gerundive being an adjective, can of course only be used to complete the meaning of *es*-, (see § 79) and must therefore agree in case, gender, and number with the subject of it. Take for example the sentence, *epistola est scribenda*: "a letter is to be written." This being the literal meaning of the words, from it grew naturally the sense, "a letter must be written."

179. The gerundive, then, when used to complete the meaning of *es*-, always implies the notion of **duty** or **necessity**. This notion however is not to be supposed to belong to the gerundive itself, but arises from its connection with *es*-. It was seen in § 80, that *es*-, when followed by a dative case, denoted *possession*: as, *est mihi liber*, "I have a book." So in this case the full

phrase would be *epistola est mihi scribenda*: "a letter is to me to be written," or "I have a letter to write," or again, "I must write a letter."

The following examples will serve to illustrate this matter, and to show some of the modes of expression which may be used in English in translating this construction of the gerundive.

Vir tibi nōn est contemnendus.	<i>The man ought not to be despised by you.</i>
Ager nōbis erat diligentissimē colendus.	<i>We had to cultivate the field very carefully.</i>
Lēgēs patriae nōbis sunt observandae.	<i>We should observe the laws of (our) country.</i>
Omnēs vōbīs cruciātūs perferendī erunt.	<i>You will have to endure all torments.</i>
Dixit omnēs vōbīs cruciātūs perferendōs fore. (<i>fut. infn. of es-</i>)	<i>He said that you would have to endure all torments.</i>

180. If these examples are carefully studied, it will be seen that—

1st. They all imply *duty, necessity, or obligation* of some kind.

2d. The *person* on whom the obligation rests is put in the **dative** case.

3d. The *time* of the obligation is expressed by the proper tense of *es-*.

Though in all the above examples the *dative* case and the verb *es-* are expressed, in order to exhibit the full construction, it will be seen in the following exercises that

1st. The *dative* is often omitted, when the *person* who is obliged, &c., is sufficiently apparent from other considerations.

2d. The verb *es-* is also not unfrequently omitted, when the time of the obligation is clearly known. This is particularly the case when *es-* would be in the infinitive mood; as then the time is commonly marked by the principal verb.

EXERCISE 181.

1. The arrogance of Ariovistus is not to be borne. 2. Ye ought not to neglect our wrongs. 3. I said that ye ought not to neglect our wrongs. 4. The long ships, which have been most seriously shattered, will have to be repaired by the Gallic workmen. 5. I perceive that I shall be (*fore*) obliged to carry on the war in dangerous places. 6. We must hold the assemblies of the province.

EXERCISE 182.

1. Omnēs, qui aderant, conclāmabant, occasiōnem nōn esse amittendam. 2. Bellum cum Saguntinis susceptum cum Rōmānis habendum erit. 3. Ego censeo istum juvenem domi tenendum esse, et sub lēgibus, sub magistrātibus docendum vivere cum cēteris aequo jure. 4. Dēcrētum lēgātōs extemplō Rōmam nobis mittendos esse. 5. Harum omnium rerum casus nostris nāvibus erat extimescendus. 6. In omnibus negotiis adhibenda est praeparatio diligens. 7. Neque mihi lēgātōs audiendos neque conditionēs ab hostibus accipiendas arbitrabar. 8. Hi qui turpissimam servitūtem deditiōis nōmine appellant, neque civium loco habendi sunt, neque ad consilium adhibendi.

LESSON XCIX.

It was seen in § 138, that *intransitive* verbs, though they cannot have a passive voice in any proper sense, are used *impersonally* in the passive; and it is clear that the construction of the gerundive, explained in the last lesson, can only be properly made use of in the case of *transitive* verbs; for unless we could say: *scribo epistolam*, we could not say: *epistola est mihi scribenda*.

181. *Intransitive* verbs, however, have an **impersonal gerundive construction**, i. e., the *neuter nom. or acc. sing.* of the gerundive is employed with *est* and a *dative* to imply that the action of the verb must be done; just as the 3d person sing. of intransitive verbs was seen to be used, and in the perfect tenses in the *neuter* gender. See the examples in § 138. •

Thus from the intransitive verb *pugna-* we have
Pugnātur, a battle is being fought.

Pugnatum est, a battle was fought.

Pugnandum est mihi, a battle must be fought by me; or, I must fight.

132. This neuter nom. sing. of the gerundive is the same in form as the gerund, and like the gerund, governs the same case as the verb from which it is made. Let the following examples be carefully studied—

Proficiscendum mihi est hōc ipsō diē. *This very day I am obliged to set out.*

Tibi viribus utendum erit. *You will have to use (your) strength.*

Obliviscendum vōbīs injuriarum esse censeo. *I think that you ought to forget injuries.*

EXERCISE 183.

1. We ought immediately to run-to-meet the enemy. 2. Ye had at the same time to stand your ground in the waves, and to fight with the enemy. 3. It is the duty of all men to resist injustice. 4. We shall be obliged to have recourse to (*ad*) force. 5. I think that the horse-soldiers ought to advance farther and to retreat more quickly. 6. No one ought to fear without cause.

EXERCISE 184.

1. Secundissimis rebus consilio amicorum utendum est. 2. Omnes conclamamus nemini dubitandum esse de vestra fide. 3. Cicero docet oratoribus disputandum esse de omni re in contrarias partes. 4. Misera mulieribus quam primum ex insula fugiendum erit. 5. His rebus adductus statui non diutius expectandum esse. 6. Putavimus non conflegendum fore sub oculis imperatoris. 7. Permotos hominum fama, scribendum ad te existimaui. 8. Nonnulli censebant de ter-
vigilia in castra ad mare recedendum.

LESSON C.

The following exercises contain examples of the several uses of the gerund and gerundive, as explained in the previous lessons.

EXERCISE 185.

1. Hannibal ordered (*p. h.*) the officer, by kind words to entice the townsmen to (*ad*) open (their) gates, and receive a garrison. 2. The

dictator had gone to-Rome for-the-sake of taking-again (*repet-*) the auspices. 3. The lieutenant was sent by the consul to (*ad*) receive the 4th army, and conduct (it) thence into Sicily. 4. The consul had (*cura-*) the new legion transported at-the-earliest-moment (*primò quòque tempore*) into Sardinia. 5. The senate of all the tribes came-together thither to (*ad*) deliberate in-common. 6. They thought that the Punic alliance and friendship ought-to-be-desired-before the Roman.

EXERCISE 186.

1. Ea pars concilii vicit, quae nihil raptim nec temere agendum, consulendumque de integrò censuit. 2. Consul in Campāniam profectus est ad permūtandōs exercitūs. 3. Summus magistrātus instruendae fraudi intentior fuit quam mūniendīs castrīs aut ulli militārī operī. 4. Pōserunt diem sepeliendō utrimque caecōs in aciē consumpsērunt. 5. Ibi, nullō ad ēvagandum spatiō, comminus consertae sunt manū. 6. Penuria in stipendium, vestimentaque et frumentum exercitui dēsunt; nec omnia ab Rōmā vōbis mittenda sunt. 7. Prōdeundum in coniūciōem Fulviō praetōri est, et publicae necessitatēs populō indicandae sūt. 8. Ducit imperātor exercitum ad castra maxima oppugnanda iubus Hasdrubal praeraat.

LESSON CI.

183. There remains to be treated of one more verbal form, the **supine**. This is a noun occurring only in the *usative* and *ablative* cases sing. It may be most readily formed by changing the *o-* of the 3d stem into *u-*. Thus from 3. *amāto-* we get the supine stem *amātu-*. And from *amātu-* we have *acc. sing. amātum*.
abl. sing. amātū.

We will speak first of the **accusative supine**.

184. The **accusative supine** is used only after verbs implying motion, and expresses the purpose of that motion.

EXAMPLES.

1. Caesarem congrātulātum convēnērunt. They came to Caesar to congratulate (him).
cinque cohortēs frumentātum mīsīt. He sent five cohorts to get corn.

EXERCISE 187.

1. We came *to surrender* our kingdom and ourselves (*nōsmet ipsos*).
2. The soldiers had advanced farther from the camp *to provide fodder*.
3. Ambassadors of the Aedui came *to complain* concerning the arrogance of Ariovistus.
4. The strangers are coming into the city *to witness* the games.
5. I will not go *to be a slave* to Grecian matrons.
6. Coriolānus went away among (*in acc.*) the Volsci *to live in exile*.

EXERCISE 188.

1. Camillus, post multa in patriam merita, iudiciō populi damnatus, exsulātum abiit.
2. Barbari ad sociōs lēgātum mittunt, subsidium rogātum.
3. Plērique dē mōre salutātum ibant consulem.
4. Has avēs cum sōle cubitum eunt.
5. Deus et diligendus est et timendus.
6. Rectē dictum est, parcendum esse victis.
7. Nōn corpori sōlī subveniendum est, sed mentī atque animō multō magis.
8. Resistendum senectūti est, ejusque vitia diligentia compensanda sunt.
9. Is opportunus visus est locus communiendō praesidiō.

LESSON CII.

185. The **ablative supine** is used as an ablative of limitation after some adjectives. (See § 57.)

EXAMPLES.

Hīc factū turpe est.	<i>This is base to do, (lit., in the doing.)</i>
ōrātiō sapientium jūcunda est audītū.	<i>The talk of the wise is pleasant to hear, (lit., in the hearing.)</i>

186. A common use of the **accusative supine** is to form a **future infinitive passive**, in connection with *īrī*, which is the *imperfect infinitive passive* of *i*, "go," and is of course used *impersonally*, (see § 138). The following are examples of it—

ro causam meam probā- I hope that my cause will be
am iri. approved.
ro consilia mea probā- I hope that my plans will be
am iri. approved.

In this construction it is to be observed that—

- 1.) iri properly means *people are going*, or *it is being* *e* (by people).
- 2.) Probātum is the accus. supine, in its ordinary sense, expressing the *purpose* of the verb of motion iri.
- 3.) The words *causam* and *consilia*, which seem to be subjects of *probātum iri*, are really the *objects* of *probātum*.
- 4.) *Probātum* not being a participle, of course *does not* *change its form* to agree with the noun after which it stands.
- 5.) The supine with *iri* can be treated as if it were a regularly formed future infinitive passive; it is however *only used when the future action spoken of is likely to occur*.

EXERCISE 189.

1. That (*isto-*) philosophy is easy to *understand*. 2. Virtue is difficult to *attain* (*invent-*); it wants a guide and director. 3. You will do what *ears* (*ful.*) best to *be done*. 4. All hoped that the wicked deserter *ld.* *be slain*. 5. Ye said that an opportunity of fighting *would* *even* in some place. 6. We were pointing-out to the Gauls that they *ld.* *be deprived* of their liberty (*abl.*).

EXERCISE 190.

1. Omnia praeteribo, quae mihi turpia dictū videbuntur. 2. Consul *ta* proelia parva, haud ullum dignum memorātū, fecit. 3. Nihil *q̄* visūque foedum in haec limina admittendum est. 4. Prōdigium *i* mirābile accidit. 5. Quō brevior narratio est, eō facilius intellectū. Video hunc improbum hominem a suō ipsius inimicō occisum iri. Caesar longius bellum ductum iri existimans, in provinciam lēgātum it rei frumentariae causā. 8. Hōc omne assignātum iri aut perti-
lae meae aut timōri videbam.

LESSON CIII.

The following exercises will contain examples of the use of all the verbals, nouns as well as adjectives, and it is hoped that the teacher will take this opportunity of seeing that his pupils thoroughly comprehend the formation and use of each, by constant reference to what has before been said in treating of them separately.

EXERCISE 191.

1. Next day, Caesar having-advanced a little from the larger camp, gave (*fac(i)-*) the enemy an opportunity of fighting. 2. When he understood that they were not-even-then (*ne tum quidem*) coming-forth (*prædi-*) he led-back his army into the camp. 3. At sun-set Ariovistus led-back his forces, many wounds having been given (*infer-*) and received. 4. In judging, haste is to be avoided. 5. The women, weeping, with-hands outspread (*passo-*) encouraged the soldiers setting-out for (*in*) battle. 6. Swallows (when) about-to-fly-away into other lands, take-their departure (*emigra-*) in-one-day.

EXERCISE 192.

1. Hostēs terga vertērunt, neque prius fugere destitērunt, quam ad flūmen Rhēnum pervēnērunt. 2. Reliquōs omnēs nostrī equitatī cōsecūtī interfecerunt. 3. Jūcundus est auditū cantus lusciniæ. 4. Ante hiemem hirundinēs e nostris terris emigrant, alibi habitātum. 5. Camēti non tantum ad portandum sed etiam ad equitandum idōneus est. 6. Natiūtiū erat, castra posterō diē expugnātum iri. 7. Hōs virōs cōnādicere Ariovistus prohibuit, et in catēnās conjēcit. 8. Imperātor o dum expugnāre cōnātus, dēfendentibus civibus Rōmānis militibus quōs praesidiū causā miserat Caesar, trīdium morātus, paucis in oppnatiōne amissis, rō infectā inde discessit.

LESSON CIV.

is intended that pupils who have advanced to this shall now begin to read some continuous Latin text: either the easy Roman history which is given immediately before the vocabulary at the end of the book; or, if they are already quite familiar with the text and their uses hitherto treated of, the Commentaries of Caesar. But, whichever course be pursued, it is necessary that the forms of the subjunctive mood be learned.

17. The **subjunctive mood**, as its name implies, is in strictness only to be used in sentences *subordinate to primary sentences*: i. e., in what have been called *secondary sentences*. The exceptions to this and various uses of the subjunctive mood will be explained in subsequent lessons. But it is best that the tenses of which are very easy, should be learned at once. No special meanings are assigned to them, as the possible meanings are so various that it is thought the assumption of a *two* for each tense would only tend to render the progress of the pupil more difficult.

18. The **subjunctive mood** in Latin has *tenses*, viz.:

The **imperfect**, *present* and *past*.

The **perfect**, *present* and *past*.

The following are the general rules for the formation of these tenses, which are given at length below:

For the **imperfect** tenses *active* and *passive* we use **tense-endings**—

	for the <i>present</i> ,	for the
if the 1st stem ends in <i>a</i> -,	a changed to e .	-re-
" "	" <i>e</i> -, a - added.	"
" "	" <i>i</i> -, "	"
" "	" <i>u</i> -, "	ere-
	any consonant, "	"

To these *tense*-forms the regular active and *p* *person*-endings are attached.

II. For the **perfect** tenses active we have as *endings* added to the 2*d* stem,

for the present,	for the past,
eri-	isse-

III. The **perfect** tenses passive are made by :
ing the *perfect participle passive* to the *present* an
imperfect subjunctive tenses of the verb *es*-, in the
way as the corresponding tenses of the indicative
are made. These tenses of *es*- are given below.

The following table exhibits at length the subj
tenses of the four conjugations.

I. Imperfect.

	1. ama-	1. mone-	1. audi-	1.
Pres. act. S.	1 amem.	moneam.	audiam.	reg
	2 amēa.	moneās.	audias.	reg
	3 amet.	moneat.	audiat.	reg
P.	1 amēmus.	moneāmus.	audiāmus.	reg
	2 amētis.	moneātis.	audiātis.	reg
	3 ament.	moneant.	audiant.	reg
Pres. pas. S.	1 amer.	monear.	audiar.	reg
	2 amēris or amēre.	moneāris or moneāre.	audiāris or audiāre.	reg
	3 amētur.	moneātur.	audiātur.	reg
P.	1 amēmur.	moneāmur.	audiāmur.	reg
	2 amēmini.	moneāmini.	audiāmini.	reg
	3 amentur.	moneantur.	audiantur.	reg
Past act. S.	1 amārem.	monērem.	audīrem.	reg
	2 amārēs.	monērēs.	audirēs.	reg
	3 amāret.	monēret.	audiret.	reg
P.	1 amārēmus.	monērēmus.	audirēmus.	reg
	2 amārētis.	monērētis.	audirētis.	reg
	3 amārent.	monērent.	audirent.	reg

Past pass. S.	1 amārer.	monērer.	audīrer.	regerer.
	2 amārēris or amārēre.	monērēris or monērēre.	audirēris or audirēre.	regerēris or regerēre.
	3 amārētur.	monērētur.	audirētur.	regerētur.
P.	1 amārēmur.	monērēmur.	audirēmur.	regerēmur.
	2 amārēminī.	monērēminī.	audirēminī.	regerēminī.
	3 amārentur.	monērentur.	audirentur.	regerentur.

II. Perfect.

NOTE.—As the perfect tenses of all Latin verbs are made alike, it will be enough to give one example of each tense.

2d stem, amav-.

Pres. act. S.	1 amāverim.	Past act. S.	1 amāvissē.
	2 amāveris.		2 amāvissēs.
	3 amāverit.		3 amāvisset.
P.	1 amāverimus.	P.	1 amāvissēmus.
	2 amāveritis.		2 amāvissētis.
	3 amāverint.		3 amāvissent.

3d stem, amāto-.

Pres. pass. S.	amātus, or amāta, or amātum	sim.	Past pass. S.	amātus, or amāta, or amātum	essem.
	amāti, or amātae, or amāta			amātus, or amāta, or amātum	
	amātus, or amāta, or amātum			amātus, or amāta, or amātum	
P.	amātus, or amāta, or amātum	simus.	P.	amātus, or amāta, or amātum	essēmus.
	amātus, or amāta, or amātum			amātus, or amāta, or amātum	
	amātus, or amāta, or amātum			amātus, or amāta, or amātum	

NOTE.—1st. The forms of the *present perf. active subjunctive* are very similar to those of the *future perfect indicative*, and the quantity of the *i* in the 2d pers. sing. and the 2d and 3d pers. plur. is said to be *common*, i. e., *long or short*; but it is probable that properly the vowel is short in the *fut. perf. indic.* and long in the *pres. perf. subjunc.*

2d. When the 2d stem is made by the ending =v-, that consonant is often omitted, and the quantity of the preceding vowel is changed, or contraction takes place, as in the corresponding tenses of the indicative. See § 91.

3d. The conjugation of the *imperfect tenses subjunctive* of *es-* above, in showing the perfect passive tenses of other verbs. From "be able," a contraction takes place and we have—

	<i>Pres. imperf. subj.</i>	<i>Past imperf. subj.</i>
S.	$\left\{ \begin{array}{l} 1 \text{ possim (for pot- sim).} \\ 2 \text{ possia.} \\ 3 \text{ possit.} \end{array} \right.$	$\left\{ \begin{array}{l} \text{possem (for pot- essem)} \\ \text{possēs.} \\ \text{posset.} \end{array} \right.$
P.	$\left\{ \begin{array}{l} 1 \text{ possimus.} \\ 2 \text{ possitis.} \\ 3 \text{ possint.} \end{array} \right.$	$\left\{ \begin{array}{l} \text{possēmus.} \\ \text{possētis.} \\ \text{possent.} \end{array} \right.$

4th. From verbs like *cap(s)* the *past imperf. subj.* is made without the *ē*, and therefore the connecting vowel is employed. Thus, we have for the *past imperf. subjunctive*—

	<i>Active.</i>	<i>Passive.</i>
S.	$\left\{ \begin{array}{l} 1 \text{ caperem.} \\ 2 \text{ caperēs.} \\ 3 \text{ caperet.} \end{array} \right.$	$\left\{ \begin{array}{l} 1 \text{ caper.} \\ 2 \text{ caperēs.} \\ 3 \text{ caperētur.} \end{array} \right.$
P.	$\left\{ \begin{array}{l} 1 \text{ caperēmus.} \\ 2 \text{ caperētis.} \\ 3 \text{ caperent.} \end{array} \right.$	$\left\{ \begin{array}{l} 1 \text{ caperēmur.} \\ 2 \text{ caperēmini.} \\ 3 \text{ caperentur.} \end{array} \right.$

5th. The *perfect tenses* of *es-* are made regularly from the stem *fu-*. From *potes-* we have, as before, the 2d stem *potu-*.

These tenses should now be thoroughly learned; and to give opportunity for this no exercise is here inserted. But if it is judged best, a reading lesson may be assigned from the little history found at the end of the book.

LESSON CV.

It was said in § 187, that the subjunctive mood is employed only in secondary sentences; i. e., *ces attached as* **adjectives or adverbs to sentences**. But a more complete statement of is now desirable.

guage consists *in general* either of

Assertions,	as : The sun shines.
Questions,	" Does the sun shine ?
Commands,	" Stand still, O sun.

Adverbial or adjective sentences attached
ie of these.

It is clear that the last class must always be used in connection with other sentences; and they are therefore called in this book **secondary sentences**.
s which contain *assertions, questions or commands* may stand

- (1) *alone and independently,*
- (2) *dependently as object or subject of another verb.*

In the first case they are called **principal** sentences; in the second case they are called **nominal** sentences, as occupying the place of the principal verb.

The example given on p. 146 presents these remarks in detail; and that on p. 147 is a repetition of the same features, but with the addition of a general statement of the cases in which the different moods of the verb should be employed.

SYNOPSIS OF THE PARTS OF SIMPLE AND COMPLEX PROPOSITIONS

All sentences are	either Primary , <i>i. e.</i> such as can stand independ- ently. These are	either Principal , <i>i. e.</i> actually stand- ing independently. These can be	either ass or quest or com
		or Nominal , <i>i. e.</i> now used as the object or subject of a verb. These can be	either ass or quest or com
	or Secondary , <i>i. e.</i> such as can- not stand inde- pendently. These are	either Adjectival , <i>i. e.</i> introduced by the relative pronoun. or Adverbial , <i>i. e.</i> introduced by some subjunction.	either <i>ci</i> <i>te</i> or <i>te</i> <i>se</i> or

PRINCIPLES OF THE RULES FOR THE USE OF THE MOODS OF THE LATIN
VERB.

Sentences.	Primary.	Principal.	<ul style="list-style-type: none"> (1.) Assertions. Indicative. (2.) Questions. Indicative. (3.) Commands. Imperative.
		Nominal.	<ul style="list-style-type: none"> (1.) Assertions. Infinitive. (2.) Questions. Subjunctive. For limitations see Less. CXXXIV., § 239. (3.) Commands. Subjunctive.
Secondary, attached to,			<ul style="list-style-type: none"> (1.) Principal sentences. Indicative or Subjunctive, according to the relation existing between the Primary and Secondary. (2.) Nominal sentences. Subjunctive. For limitations see Lesson CXXXVI., § 240. (3.) Secondary sentences. The same mood as occurs in the first secondary sentences. But see Less. CXXXVI.

It is not, of course, expected that the whole meaning of the above tables will be fully appreciated at once. But they may be made somewhat familiar to the pupils' minds even now: and they should be constantly referred to during the course of the ensuing lessons, in which the whole subject will be further elucidated. No exercises are given in this lesson, for the same reason as that for which they have heretofore been occasionally omitted. But one remark more is made here.

The **indicative** mood is used for the statement of **facts**.

The **subjunctive** mood is used for the statement of **thoughts** or **conceptions**.

The following sentence will serve for an illustration of this :

Aliis nocent, ut in aliōs liberālēs sint.
They injure some, that they may be generous to others.

Here the injury is spoken of as a **fact**. Their being generous is *not spoken of as a fact*, but as the **thought** or **conception** which is in their minds when they do their acts of injustice.

LESSON CVI.

We shall speak first of the subjunctive mood as used in **secondary** sentences.

190. *The subjunctive mood is used in all secondary sentences which express the object or purpose of an action. These are called **final** sentences. (See § 119.)*

Such *final* sentences are introduced,

- (1.) By the subjunction *ut*, "in order that."
- (2.) " " " *nē*, "in order that—not," "lest."
- (3.) " " " *quō*, "in order that," *when*
there is a comparative in the final sentence.
- (4.) By the relative pronoun *quō*.

NOTE.—The *temporal* particles, *dum*, *dōnec*, "until," are in the same way followed by the subjunctive mood, when they imply that the *accomplishment of a purpose* is the limit of the time.

EXAMPLES.

- | | |
|---|--|
| (1.) Edimus ut vivāmus. | <i>We eat that we may live (or to live).</i> |
| (2.) In silvam aufūgit nē caperētur. | <i>He fled into the wood that he might not be caught (or lest he should be caught).</i> |
| (3.) Obducuntur cortice trunci, quō sint ā frīgōribus tūtiōrēs. | <i>Trunks of trees are sheathed with bark that they may be safer from the cold.</i> |
| (4.) Caesar equitēs prae-misit quī viam explōrārent. | <i>Caesar sent horsemen before him, who were to examine the road (or to examine the road).</i> |

NOTE.—In examples 1st and 4th it will be observed that in English we can express *purpose* by the simple *infinitive* mood. But it must be particularly remembered that *this is not the case in Latin* (except sometimes in poetry), but *all such final sentences must have the subjunctive mood*.

191. It remains to state briefly the rules for the **sequence of tenses**, which tell us how we are to determine *which of the tenses of the subjunctive mood* is to be employed in each case.

As there are only four tenses of the subjunctive mood, two imperfect and two perfect, the proper tense to use can be discovered by answering two questions :

I. Must the verb in the subjunctive be **imperfect** or **perfect** ?

II. Must the verb in the subjunctive be **present** or **past** ?

In order to answer these questions the following rules must be strictly heeded :

192. I. (1.) We must use an **imperfect tense of the subjunctive mood** if the action spoken of in the *secondary* sentence be regarded as **unfinished at the time denoted by the verb in the primary sentence.**

193. (2.) We must use a **perfect tense of the subjunctive mood**, if the action spoken of in the *secondary* sentence be regarded as **finished at the time denoted by the verb in the primary sentence.**

194. II. (1.) We must use a **present tense of the subjunctive mood**, when the verb in the *primary sentence* is in either a **present or a future tense.**

195. (2.) We must use a **past tense of the subjunctive mood**, when the verb in the *primary sentence* is in a **past or the aorist tense.**

196. (3.) We may use **either a present or a past tense of the subjunctive mood**, when the verb in the *primary sentence* is in the **historical present.**

197. NOTE.—Sometimes the *present perfect subjunctive* is used as an **aorist** after a *past tense* in the *primary sentence.*

The pupils can of course only become familiar with these rules by practice. But it is recommended that the teacher should go over each of the sentences in the ensuing exercise with them, and point out how they should apply the rules in each case, in order to determine the proper mood and tense to be employed. Occasionally in the exercises the verbs which are to be in the *subjunctive mood* will be printed in italics.

EXERCISE 193.

1. I shall send you to-Rome, in-order-that you *may secure* peace and friendship with the Roman people. 2. Caesar moved-back the ho-~~uses~~ of-all that he *might take-away* the hope of flight. 3. Caesar set-out ~~with~~ all diligence lest such-great nations *should be united*. 4. You have ~~sta-~~tioned (*dispōn-*) garrisons (in various places) in-order-that (*quō*) you *may* the-more-easily *keep off* the enemy. 5. Words were invented to *indicate* (with *rel.*) the will. 6. The general will place guards over-you (*dat.*) in-order-that he *may be able* to discover your plots.

LESSON CVII.

EXERCISE 194.

1. Caesar resolved that he-ought-to-proceed against (*in acc.*) them on-this-account (*ex*) the more-severely, in-order-that for (*in acc.*) the time-to-come (*reliquo*) the right of ambassadors *might be* more carefully kept by barbarians. 2. That foolish man makes-up (*fig-*) a (new) face and a (new) gait for-himself, in-order-that he may appear more-dignified. 3. Caesar sent-forward (*p. h.*) all the cavalry, to the number of four thousand, *to* (*rel.*) see the march of the enemy. 4. The townsmen sent ambassadors to Rome, who *were-to-ask* aid from the senate. 5. Themistocles persuaded the people that a fleet of a hundred ships should be built. 6. Pompey, alarmed by the words of Caesar, in order that he *might* the more easily *retard* the attack of the soldiers blocked up (*p. h.*) the gates, lest immediately-on (*sub ipso*) (his) departure the army *should burst-into* the town.

LESSON CVIII.

198. We have seen that the subjunctive mood, *being* the mood of **conceptions**, is used in all sentences which contain the statement of a purpose (**final-sentences**). But further: if the action which is performed for a certain purpose, is continued successfully until the purpose is attained, *the purpose has become a consequence*.

Take the following examples:

- (1.) Curro ut sūdem. *I run that I may sweat.*
 (2.) Ita cucurri ut sūdā-rem. *I ran so that I sweated.*

From a comparison of these two sentences it will be seen that in both the secondary sentence stands in the same kind of relation to the primary sentence: *i. e.* the mind **conceives** a connection as existing between them and the primary sentences: and so, though in the second example the secondary sentence contains the statement of

a fact and not of a mere thought, in Latin the subjunctive mood is still employed, just as if the sentence contained the statement of a mere purpose. It is hoped that this explanation will be made intelligible to the pupils by the teacher; at any rate they can find no difficulty in learning the following rule:

199. All secondary sentences which contain the statement of a consequence (called **consecutive sentences**) have their verbs in the **subjunctive mood**.

In such secondary sentences the consequence is

- (1.) **Positive:** introduced by *ut*, "so that."
 (2.) **Negative:** " " *ut nōn*, "so that-not."

EXAMPLES.

- (1.) *Sōl efficit, ut omnia* *The sun makes all things*
flōreant. *flourish.*
 (2.) *Tum forte aegrōtā-* *I happened to be ill, so that*
bam, ut ad tuās nuptiās *I could not come to your*
venīre nōn possem. *wedding.*

200. NOTE.—Sometimes, when the negative consequence has been aimed at, and has been **consciously intended**, it is introduced by *nē*, which is properly used only to introduce a negative purpose, as, *nē moriar efficere nōn potestis*, *You cannot bring it about that I shall not die.*

EXERCISE 195.

1. The city has been so excellently fortified that ye cannot take it.
 2. This nation has in all time so deserved of (*dē*) the Roman people, that it ought not to be led-away into slavery. 3. This town was so well (*sic*) fortified by the nature of the place, that it afforded (*dā-*) great means (*sing.*) for (*ad*) prolonging the war. 4. No one is so mad as to (*ut*) grieve by his own will. 5. This is a common vice in great and free states, that envy is the attendant of glory. 6. You-are-distant so-far from the completion of the greatest works, that you have not-yet laid (*jac(-)*) the foundations.

LESSON CIX.

EXERCISE 196.

1. Caesar demanded these things of (a) me: first, that I should not lead a multitude of men across the Rhine into Gaul; secondly that I should give-back the hostages to-the-Aedui. 2. So great fear suddenly seized all the army, that (it) alarmed in-no-slight-degree (*nōn mediocriter*) the minds of all. 3. Some (men), induced by shame, remained, in-order-that they might avoid the suspicion of fear. 4. So great was the quick-ness of these foot-soldiers by-practice, that, raising themselves (*sublevali*) by the manes of the horses, they equalled (their) speed (*cursu*). 5. Ariovistus sent about sixteen thousand men (*genit.*) unincumbered, with all the cavalry: which forces *were-to-frighten* our-men, and *hinder* (them) from fortifying (*munitiōn*). 6. The enemy charged-forward so suddenly and quickly, that room for-hurling (*genit.*) the javelins against the enemy was not given.

LESSON CX.

201. We saw in § 186 that the want of a regularly formed *future infin. passive* was commonly supplied by the infin. *iri* with the *accusative supine*. But we find very often **the future infin. both active and passive expressed by the combination of fore** (or, less commonly, *futurum esse*), the future infin. of *es*, **with an imperfect tense of the subjunctive mood depending upon ut** (consecutive): as,

Persuāsum est Stoicis fore aliquando ut omnis hic mundus ardōre dēflagret.	<i>The Stoics have believed that one day all this world will be burnt with fire.</i>
Existimo ex hāc rē futurum esse, ut tōtius Galliae animi ā mē āvertantur.	<i>I think that in consequence of this thing the affections of the whole of Gaul will be averted from me.</i>

In the first of these examples the *nominal* sentence might have been *omnem hunc mundum ardōre dēflagrātūrum esse*. In the second it might have been *animōs tōtius Galliae ā mē āversum iri*. But see § 186 (5.)

202. NOTE.—When the verb has no 3d stem, and consequently no future participle active and no supine, this circumlocution must necessarily be employed.

It will be well for the teacher to make his pupils translate the future infin. in both ways where it is practicable.

EXERCISE 197.

1. I assert that in a short time (*brevi*) he will be torn in pieces by dogs. 2. It had formerly been foretold to Nero by astrologers, that at some time (*quondam*) he would be abandoned. 3. Some of (*ex*) the prisoners made their way (*perveni-*) to the Gauls, and assured (*demonstraverunt*) them that the remaining legions would not dare to stand their ground against them. 4. The chiefs of the states thought that in a few years they would all be driven out of Gaul, and all the Germans would cross the Rhine. 5. I hope that that distinguished fortune may happen (*evenire*) to us. 6. I hope that you will soon (*brevi*) cure all these troubles.

LESSON CXI.

203. After verbs and phrases which denote **hindrance, prevention, resistance, &c.**, the act which is prevented is in the *subjunctive* mood, introduced by the words *quominus* or *nē*: the former implying *merely the fact of the prevention*, the latter, (for the most part) *this besides, that the prevention was aimed at and designed*. But *quominus* may be always used.

EXAMPLES.

Rēbus terrēnis multa externa possunt obsistere, quominus perficiantur.

Many outward circumstances can prevent earthly things from being brought to perfection.

Impedior dolore animi nē de hujus miseriā plura dicam.

I am prevented by indignation from saying more about this person's wretchedness.

EXERCISE 198.

1. Age does not hinder us from continuing our studies even (*usque*) to the last period of life. 2. It was owing (*sta-*) to (*per*) Trebonius that the soldiers did not gain possession of the town. 3. They pointed out that in former battles it had been owing (*sta-*) to (*per*) the leaders, not to the soldiers, that they did not (*nē*) conquer. 4. I am prevented (*interclud-*) by grief from writing more (*pl.*) to you. 5. He was hindered by weakness of voice from speaking in public. 6. Death does not deter a wise man from consulting for the interest of (*consul-*) the state (*dat.*).

LESSON CXII.

204. We have seen that verbs denoting *hindrance*, &c., are followed by *quōminus*. But if the verb or phrase which implies *hindrance*, *prevention*, *doubt*, be accompanied either

(1.) *By a negative indicating the want of effectual hindrance*, &c. ; or (2.) *By an adverb indicating the difficulty of effectual hindrance*, &c. ; the following subjunctive mood is ordinarily introduced by *quān*.

EXAMPLES.

Facere nōn possum, quān quotīdiē literās ad tē mit- tam.	<i>I cannot help sending you a letter every day.</i>
Militēs aegrē retentī sunt, quān in oppidum irrumpe- rent.	<i>The soldiers were hardly re- strained from bursting into the town.</i>
Nōn dubitārī potest, quān fuerint ante Homērum poētae.	<i>There can be no doubt that there were poets before Ho- mer.</i>

EXERCISE 199.

1. The barbarians will not restrain themselves from *hastening* into Italy. 2. The soldiers hardly restrained their *passion* (*animo*, pl.)

EXAMPLES.

est tina, quae mae- Wisdom is the only thing
i pellat ex animis. which can drive away sor-
row from the soul.
ia est affectio talis Innocence is such a condition
quae noceat nēmini. of the mind as (which)
hurts no one.

Very often in such cases the antecedent to the relative pro-
compared by the adjectives *tali-*, "such," *tanto-*, "so great,"
pronouns *illo-* or *eo-*, and similar expressions.

EXERCISE 201.

can be so averse to (d) the truth, as-to (quo-) deny that all
gs are managed by the power of the immortal gods? 2. The
a man of-vigor (*acri-*) and (one) who *reposed* no-confidence
ne faith of the Sicilians. 3. We want such a consul, as (quo-)
himself from the society of impious citizens. 4. There is no
m, as-that-it (*qua-*) cannot be overthrown by hatred (*pl.*). 5.
s so rough, so uncouth, as (quo-) not to be set off by oratory.
d man will not dare to do or think any thing (*quidquam*)
lares not mention-aloud.

LESSON CXV.

EXERCISE 202.

is so senseless as-that (quo-) those-things (you speak of)
ve (him?) 2. No woman ever, (her) children being lost, has
id) of so weak a mind (*abl.*) as-that-she has not made an end
ng at-some-time (*aliquando*). 3. There is nothing so great
lt which this man cannot accomplish. 4. There is no grief
th of time does not diminish and soften. 5. The-man (*eo-*)
not fear death, because death has nothing (in it) which is
ltered-at, procures for himself a great security for (*ad*) a happy
hose-persons (*eo-*) bear with-vexation (*iniquo animo*) that they
opposed-in-argument (*redargu-*) who are as-it-were (*quasi*) de-
conspired to fixed and predetermined (*destinatio-*) opinions.

LESSON CXVI.

207. When an adjectival sentence is used to describe the qualities of a class, which is only indefinitely alluded to in the primary sentence, it will have its verb in the subjunctive mood. This may be called a **descriptive sentence**. The primary sentence then often consists of a single verb, such as *sunt, est, inventiuntur, &c.*

EXAMPLE.

<i>Sunt, qui discessum animi</i>	<i>There are some who think</i>
<i>à corpore putent esse mortem.</i>	<i>that death is the departure of the soul from the body.</i>

EXERCISE 203.

1. Some philosophers have been found, who said (*past imp.*) that pain was the greatest (*summo-*) evil. 2. There were (some) who believed that Crassus was not ignorant of the conspiracy. 3. In all ages, fewer men have been found who (conquered) their passions, than who conquered (*past imp.*) the forces of the enemy. 4. There have been some, who praised nothing, except what they were confident that they could imitate. 5. There are some in this body (*ordon-*) who either do not see those-things which are impending, or *dissemble* those-things which they do-see. 6. There are philosophers who think that the whole world (*mundo-*) is managed by the mind and reason of the gods.

LESSON CXVII.

208. Often an adjectival sentence is introduced to state the cause or ground of the assertion in the primary sentence, or to express the limitations with which the latter must be taken. In such cases the relative pronoun *quo-* is frequently strengthened by the use of the adverbs *utpote, ut, praesertim, quippe*, and is followed by the subjunctive mood. Such adjectival sentences may be called **causal**

ences (*adjectival*); and are only slightly different from the *adverbial causal sentences* mentioned in

EXAMPLES.

culpa Pelopis, quī nōn docuerit.	Great was the fault of Pelops in not teaching his son. Lit: since he did not teach.
mihi videor quī ā iscesserim.	I think I did wrong in leav- ing you. Lit: since I left you.
candor illustrior est, nullius ignis, quippe in immensō mundō longē lātēque collū-	The light of the sun is bright- er than (that) of any fire, since in the boundless uni- verse it shines so far and widely.

EXERCISE 204.

at man was a (person) of marvellous wakefulness (*abl.*) since-he his-whole consulship did not see (*aor. subj.*) sleep. 2. Thence the ept-advancing with compact line, as-he (*ut qui*) saw-clearly that-I-come-up (*perf. infin. pass. impers.*) now near (*ad*) the enemy. us is wretched, since-he has lost (*dimitt.*) by death that (great) (*pl.*): Pompey is wretched, since-he has been stripped-of so-ry (*abl.*). All in-a-word (*dénique*) are wretched who are-without his light (*abl.*). 4. O fortunate youth, since-you (*quo-*) have Iomer (as) herald of your virtue. 5. I consider myself happy g found such a friend. 6. To me indeed the power of the tri- f the common-people appears ruinous, since-it (*quippe quae*) was- d (*nata sit*) in sedition, and for (*ad*) sedition.

LESSON CXVIII.

D. In the last lesson we saw that sometimes *adjectives* are used to state the *cause* or *ground* of an on. But that notion is more commonly expressed *adverbial sentence* introduced by the subjunction which has its verb in the *subjunctive*. Sentences of *iss* also may be called **causal sentences** (*ad-*). (See § 118.).

NOTE.—Other particles introducing **causal sentences** are *quod, quia, quoniam, quando*. The verbs which follow these particles are usually in the *indicative* unless the *cause* is given *in accordance with the views of the person spoken about, and not with those of the speaker*.

EXERCISE 205.

1. Since life without friends *is* full of snares and fear, reason herself warns (us) to procure friendships. 2. The king, since he *did not dare* to take-his-stand (*consist-*) on the common platform, was accustomed to harangue from a high tower. 3. Since you have set-out to-Athens as to a mart of good arts, it is very disgraceful that (you) should return empty. 4. You were often, no-doubt (*credo*) when (since) you were at-Athens, in the schools of the philosophers. 5. Since these-things are so, that wish and opinion of-yours I praise and most earnestly approve. 6. Since God has given you a soul, than which nothing is more excellent nor more divine, will you so (*sic*) throw-away and prostrate yourself, that there-may-be-no-difference (*nihil intersit*) between you and a beast?

LESSON CXIX.

310. The events which succeed one another in the course of any action, are bound together by a chain of cause and effect, which connection is more or less capable of being recognized by us. Accordingly, when a *series of events is being narrated historically* in Latin, the sentences which mark the time of the principal action are introduced by the subjunction *quum*, and contain a *past tense* of the subjunctive mood; e. g.—

Quum Caesari id nuntiātum esset, mātūrat ex urbe proficisci. *After this thing had been told to Caesar, he hastened to set out from the city.*

In this case we can perceive that it is not only implied, that the report of the event *preceded* Caesar's departure in time, but that it is also represented as *the cause of* his departure. And as the mind apprehended this connection, the *subjunctive* mood (the mood of **conceptions**) is proper. But even when the connection of the antecedent

event with the principal one is not so apparent, the Romans often employed the subjunctive mood, after the subjunction *quum*, as if to imply that, whether they could see the connection or not, they believed that such a connection was there really. We have therefore this general rule for **Temporal sentences**.

211. The subjunction *quum*, in historical narration, is followed by a **past tense of the subjunctive mood**, when the verb in the principal sentence is in the **aorist, the historical present, or the past imperfect** (if the action be continued). In these cases *quum* before the *past imperfect* can generally be rendered "while," and before the *past perfect* can be rendered "after."

212. It must be particularly remembered that *quum*, as a *temporal subjunction*, cannot be followed by the subjunctive mood, *except in the past tenses*. If other tenses are required the indicative mood must be used. If the temporal sentence be used merely to give the **date** as it were, or the *exact time* of the principal action, the *indicative mood* in any tense must be employed.

EXAMPLE.

<p><i>Quum</i> ācerrimē pugnārētur, subitō sunt Aedui vīsi ab latere nostris apertō.</p>	<p><i>While the battle was proceeding with the greatest spirit, the Aedui suddenly appeared on the exposed flank of our men.</i></p>
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EXERCISE 206.

1. When the line of the enemy on (a) the left wing *had been turned* to (in) flight, on the right wing they pressed (*past imp.*) our line by the multitude of their (men.) 2. When P. Crassus, a young-man, who was over the cavalry, had observed that, he sent the third line as-aid (*dat.*) to-our-men in-their-difficulty (*laborant(i)-*). 3. After he had dispatched (*dimitt-*) either legions or auxiliaries into all parts of the territories of Ambiorix, and had laid-waste all-things with slaughter (*pl.*) and fire (*pl.*), he sent (*p. h.*) Labienus with two legions against the Treviri. 4. While for-some-time the battle-went-on (*dimica-, pass. impers.*) with-

a *fact and not of a mere thought*, in Latin the subjunctive mood is still employed, just as if the sentence contained the statement of a mere purpose. It is hoped that this explanation will be made intelligible to the pupils by the teacher; at any rate they can find no difficulty in learning the following rule:

199. *All secondary sentences which contain the statement of a consequence (called **consecutive sentences**) have their verbs in the **subjunctive mood**.*

In such secondary sentences the consequence is

- (1.) **Positive**: introduced by *ut*, "so that."
 (2.) **Negative**: " " *ut nōn*, "so that-not."

EXAMPLES.

- (1.) *Sōl efficit, ut omnia flōreant.* *The sun makes all things flourish.*
 (2.) *Tum forte aegrōtābam, ut ad tuās nuptiās venīre nōn possem.* *I happened to be ill, so that I could not come to your wedding.*

200. NOTE.—Sometimes, when the negative consequence has been aimed at, and has been **consciously intended**, it is introduced by *nē*, which is properly used only to introduce a negative purpose, *nē moriar efficere nōn potestis, You cannot bring it about that I shall not die.*

EXERCISE 195.

1. The city has been so excellently fortified that ye cannot *take* it.
 2. This nation has in all time so deserved of (*dē*) the Roman people, that it ought not to be led-away into slavery. 3. This town ~~was~~ *so* well (*sic*) fortified by the nature of the place, that it afforded (*da-*) ~~great~~ means (*sing.*) for (*ad*) prolonging the war. 4. No one is so mad ~~as~~ *to* (*ut*) *grieve* by his own will. 5. This is a common vice in great and ~~free~~ states, that envy is the attendant of glory. 6. You-are-distant ~~so~~ *far* from the completion of the greatest works, that you have not-yet ~~laid~~ (*jac(t)-*) the foundations.

LESSON CIX.

EXERCISE 196.

1. Caesar demanded these things of (a) me: first, that I should not lead a multitude of men across the Rhine into Gaul; secondly that I should give-back the hostages to-the-Aedui. 2. So great fear suddenly seized all the army, that (it) alarmed in-no-slight-degree (*nōn mediocriter*) the minds of all. 3. Some (men), induced by shame, remained, in-order that they might avoid the suspicion of fear. 4. So great was the quick-ness of these foot-soldiers by-practice, that, raising themselves (*sublevari*) by the manes of the horses, they equalled (their) speed (*cursu*). 5. Ariovistus sent about sixteen thousand men (*genit.*) unincumbered, with all the cavalry: which forces *were-to-frighten* our-men, and *hinder* (them) from fortifying (*mūnitiōn-*). 6. The enemy charged-forward so suddenly and quickly, that room for-hurling (*genit.*) the javelins against the enemy was not given.

LESSON CX.

201. We saw in § 186 that the want of a regularly formed *future infin. passive* was commonly supplied by the infin. *iri* with the *accusative supine*. But we find very often **the future infin. both active and passive expressed by the combination of fore** (or, less commonly, *futurum esse*), the future infin. of *es*-, **with an imperfect tense of the subjunctive mood depending upon ut** (consecutive): as,

Persuāsum est Stoicis fore aliquando ut omnis hic mundus ardōre deflagret.	<i>The Stoics have believed that one day all this world will be burnt with fire.</i>
Existimo ex hac rē futurum esse, ut tōtius Galliae animi ā mē avertantur.	<i>I think that in consequence of this thing the affections of the whole of Gaul will be averted from me.</i>

In the first of these examples the *nominal* sentence might have been *omnem hunc mundum ardōre deflagrātūrum esse*. In the second it might have been *animōs tōtius Galliae ā mē āversum iri*. But see § 186 (5.)

202. NOTE.—When the verb has no 3d stem, and consequently a future partic. active and no supine, this circumlocution must necessarily be employed.

It will be well for the teacher to make his pupils translate the future infin. in both ways where it is practicable.

EXERCISE 197.

1. I assert that in-a-short-time (*brevi*) he will be torn-in-pieces by dogs. 2. It had formerly been foretold to Nero by astrologers, that at-some-time (*quandāque*) he would be abandoned. 3. Some of (*ex*) the prisoners made-their-way (*perveni*-) to the Gauls, and assured (*demonstrā*-) them (*dat.*) that the remaining legions would not dare to stand-their-ground against (them). 4. The chiefs of the states thought-that in-a-few years they would all be driven out of Gaul, and all the Germans would cross the Rhine. 5. I hope that that distinguished fortune may happen (*conting*-) to-us. 6. I hope that you will soon (*brevi*) cure all these troubles.

LESSON CXI.

203. After verbs and phrases which denote **hindrance, prevention, resistance, &c.**, the act which is prevented is in the *subjunctive* mood, introduced by the words *quōminus* or *nē*: the former implying *merely the fact of the prevention*, the latter, (for the most part) *this besides, that the prevention was aimed at and designed*. But *quōminus* may be always used.

EXAMPLES.

Rēbus terrēnīs multa externa possunt obsistere, quōminus perficiantur.

Many outward circumstances can prevent earthly things from being brought to perfection.

Impedior dolore animī nē de hūjus miseriā plūra dicam.

I am prevented by indignation from saying more about this person's wickedness.

EXERCISE 198.

re does not hinder us from continuing our studies even (*usque*) last period of life. 2. It was-owing (*sta-*) to (*per*) Trebonius soldiers did not gain-possession-of the town. 3. They pointed- in-former battles it-had-been-owing (*sta-*) to (*per*) the leaders, he soldiers, that-they-did-not (*nē*) conquer. 4. I am prevented (*d-*) by grief from writing more (*pl.*) to you. 5. He was hind-y-weakness of voice from speaking in public. 6. Death does or a wise man from consulting-for-the-interest-of (*consul-*) the it).

LESSON CXII.

4. We have seen that verbs denoting *hindrance*, re followed by *quōminus*. But if the verb or phrase implies *hindrance*, *prevention*, *doubt*, be accompanied by

By a negative indicating the want of effectual hindrance, &c.; or (2.) By an adverb indicating the difficulty of hindrance, &c.; the following subjunctive mood is usually introduced by quān.

EXAMPLES.

nōn possum, quān I cannot help sending you a
diē literās ad tē mit- letter every day.

aegrē retenti sunt, The soldiers were hardly re-
in oppidum irrumpe- strained from bursting into
the town.

lubitārī potest, quān There can be no doubt that
int ante Homērum there were poets before Ho-
mer.

EXERCISE 199.

1. barbarians will not restrain themselves from *hastening* into
2. The soldiers hardly restrained their passion (*animo*, pl.)

om instantly *making* the attack. 3. I do not doubt that I cannot avoid the offence of negligence. 4. It is not doubtful that he who is called generous and kind follows duty, not profit. 5. There is nothing difficult but that it can be investigated by inquiry (*gerund*). 6. Nothing is wanting (*abes-*) for my-being (*quin sim*) the most wretched of men).

LESSON CXIII.

205. It is to be observed that a question often amounts in fact to a negative; and therefore *quin* can be used after such sentences as if a *negative* particle were found in them: as,

Quis dubitare potest quin in virtute divitiæ sint? *No one can doubt that riches are found in virtue.*

EXERCISE 200.

1. Who doubts that advantage can never contend with honor? 2. Who is there, but (*quin*) sees-distinctly that there is great power in the senses? 3. I will not object that (*quominus*) all men should read my writings. 4. I was not able to manage (*facti-*) not to declare to you my opinion and choice. 5. He thought (he) ought-not to delay to (*quin*) fight-it-out in-a-battle. 6. We cannot object that (*quin*) other-people should disagree with (a) us.

LESSON CXIV.

It was seen in § 190 that the *purpose* of an action was sometimes expressed by an *adjectival* sentence introduced by *quo-* with its verb in the subjunctive. But *adjectival sentences* in many other cases besides have their verbs in the subjunctive mood. Some of these will be mentioned.

206. When the *adjectival sentence* is *consecutive*: i. e., expresses a quality naturally following upon and flowing out of the constitution and character of the noun which it qualifies, the verb is in the *subjunctive* mood.

EXAMPLES.

Sapientia est ūna, quae ma- Wisdom is the only thing
stitiam pellat ex animis. which can drive away sor-
row from the soul.

Innocentia est affectio tālis Innocence is such a condition
animi, quae noceat nēminī. of the mind as (which)
hurts no one.

NOTE.—Very often in such cases the antecedent to the relative pronoun is accompanied by the adjectives *tali-*, "such," *tanto*, "so great," &c., or the pronouns *illo-* or *eo-*, and similar expressions.

EXERCISE 201.

1. Who can be so averse to (a) the truth, as-to (quo-) deny that all these things are managed by the power of the immortal gods? 2. The officer was a man of-vigor (acri-) and (one) who reposed no-confidence (nihil) in the faith of the Sicilians. 3. We want such a consul, as (quo-) separates himself from the society of impious citizens. 4. There is no state so firm, as-that-it (qua-) cannot be overthrown by hatred (pl). 5. Nothing is so rough, so uncouth, as (quo-) not to be set off by oratory. 6. A good man will not dare to do or think any thing (quidquam) which he dares not mention-aloud.

LESSON CXV.

EXERCISE 202.

1. Who is so senseless as-that (quo-) those-things (you speak of) should move (him)? 2. No woman ever, (her) children being lost, has been (found) of so weak a mind (abi-) as-that-she has not made an end of mourning at-some-time (aliquando). 3. There is nothing so great and difficult which this man cannot accomplish. 4. There is no grief which length of time does not diminish and soften. 5. The-man (eo-) who does not fear death, because death has nothing (in it) which is to-be-shuddered-at, procures for himself a great security for (ad) a happy life. 6. Those-persons (eo-) bear with-vexation (iniquo animo) that they should-be-opposed-in-argument (redargu-) who are as-it-were (quasi) devoted and consecrated to fixed and predetermined (destinatio-) opinions.

LESSON CXVI.

207. When an adjectival sentence is used to *describe the qualities of a class, which is only indefinitely alluded to in the primary sentence*, it will have its verb in the *subjunctive mood*. This may be called a **descriptive sentence**. The primary sentence then often consists of a single verb, such as *sunt, est, inveniuntur, &c.*

EXAMPLE.

<i>Sunt, quī discessum animī</i>	<i>There are some who think</i>
<i>ā corpore putent esse mortem.</i>	<i>that death is the departure of the soul from the body.</i>

EXERCISE 203.

1. Some philosophers have been found, who *said (past imp.)* that pain was the greatest (*summo-*) evil. 2. There were (some) who *believed* that Crassus was not ignorant of the conspiracy. 3. In all ages, fewer men have been found who (conquered) their passions, than who *conquered (past imp.)* the forces of the enemy. 4. There have been some, who praised nothing, except what they were confident that they could imitate. 5. There are some in this body (*ordon-*) who *either do not see* those things which are impending, or *dissemble* those things which they do see. 6. There are philosophers who think that the whole world (*mundo-*) is managed by the mind and reason of the *gods*.

LESSON CXVII.

208. Often an adjectival sentence is introduced *to state the cause or ground of the assertion in the primary sentence, or to express the limitations with which the latter must be taken*. In such cases the relative pronoun *quo* is frequently strengthened by the use of the adverbs *ut, praesertim, quippe*, and is followed by the *subjunctive mood*. Such adjectival sentences may be called **causal**.

sentences (*adjectival*); and are only slightly different in force from the *adverbial causal sentences* mentioned in § 118.

EXAMPLES.

Magna culpa Pelopis, quī filium nōn docuerit.	Great was the fault of Pelops in not teaching his son. Lit: since he did not teach.
Peccasse mihi videor quī ā tē discesserim.	I think I did wrong in leav- ing you. Lit: since I left you.
Solis candor illustrior est, quam ullius ignis, quippe quī in immensō mundō tam longē lātēque collū- ceat.	The light of the sun is bright- er than (that) of any fire, since in the boundless uni- verse it shines so far and widely.

EXERCISE 204.

1. That man was a (person) of marvellous wakefulness (*abl.*) since-he (*quo-*) in-his-whole consulship did not see (*aor. subj.*) sleep. 2. Thence the consul kept-advancing with compact line, as-he (*ut qui*) saw-clearly that-they-had-come-up (*perf. infin. pass. impers.*) now near (*ad*) the enemy. 3. Crassus is wretched, since-he has lost (*dimitt-*) by death that (great) fortune (*pl.*): Pompey is wretched, since-he has been stripped-of so-great-glory (*abl.*). All in-a-word (*dēnique*) are wretched who are-without care- this light (*abl.*). 4. O fortunate youth, since-you (*quo-*) have found Homer (as) herald of your virtue. 5. I consider myself happy in having found such a friend. 6. To me indeed the power of the triumphs of the common-people appears ruinous, since-it (*quippe quae*) was-produced (*nata sit*) in sedition, and for (*ad*) sedition.

LESSON CXVIII.

209. In the last lesson we saw that sometimes *adjectival sentences* are used to state the *cause* or *ground* of an assertion. But that notion is more commonly expressed by an *adverbial sentence* introduced by the subjunction *utrum*, which has its verb in the *subjunctive*. Sentences of this class also may be called **causal sentences** (*adverbial*). (See § 118.).

NOTE.—Other particles introducing **causal sentences** are *quod, quia, quoniam, quando*. The verbs which follow these particles are usually in the *indicative* unless the *cause* is given *in accordance with the views of the person spoken about, and not with those of the speaker*.

EXERCISE 205.

1. Since life without friends ~~is~~ full of snares and fear, reason herself warns (us) to procure friendships. 2. The king, since he *did not dare* to take-his-stand (*consist-*) on the common platform, was accustomed to harangue from a high tower. 3. Since you have set-out to-Athens as to a mart of good arts, it is very disgraceful that (you) should return empty. 4. You were often, no-doubt (*credo*) when (since) you were at-Athens, in the schools of the philosophers. 5. Since these-things are so, that wish and opinion of-yours I praise and most earnestly approve. 6. Since God has given you a soul, than which nothing is more excellent nor more divine, will you so (*sic*) throw-away and prostrate yourself, that there-may-be-no-difference (*nihil intersit*) between you and a beast?

LESSON CXIX.

210. The events which succeed one another in the course of any action, are bound together by a chain of cause and effect, which connection is more or less capable of being recognized by us. Accordingly, when a *series of events is being narrated historically* in Latin, the sentences which mark the time of the principal action are introduced by the subjunction *quum*, and contain a *past tense* of the subjunctive mood; e. g.—

Quum Caesari id nuntiātum esset, mātūrat ex urbe proficisci. *After this thing had been told to Caesar, he hastened to set out from the city.*

In this case we can perceive that it is not only im-^{plied}, that the report of the event *preceded* Caesar's depart-^{ure} in time, but that it is also represented as *the cause* of his departure. And as the mind apprehended this connect-^{ion}, the *subjunctive mood* (the mood of **conceptions**) is proper. But even when the connection of the antecede-^{nt}

event with the principal one is not so apparent, the Romans often employed the subjunctive mood, after the subjunction *quum*, as if to imply that, whether they could see the connection or not, they believed that such a connection was there really. We have therefore this general rule for **Temporal sentences.**

211. The subjunction *quum*, in historical narration, is followed by a **past tense of the subjunctive mood**, when the verb in the principal sentence is in the **aoist**, the **historical present**, or the **past imperfect** (if the action be continued). In these cases *quum* before the *past imperfect* can generally be rendered "while," and before the *past perfect* can be rendered "after."

212. It must be particularly remembered that *quum*, as a *temporal subjunction*, cannot be followed by the subjunctive mood, except in the **past tenses**. If other tenses are required the indicative mood must be used. If the temporal sentence be used merely to give the **late** as it were, or the *exact time* of the principal action, the *indicative mood* in any tense must be employed.

EXAMPLE.

<p><i>Quum</i> acerrimē pugnārētur, subitō sunt Aedui vīsī ab latere nostrīs apertō.</p>	<p><i>While the battle was proceeding with the greatest spirit, the Aedui suddenly appeared on the exposed flank of our men.</i></p>
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EXERCISE 206.

1. When the line of the enemy on (a) the left wing *had been turned* o (in) flight, on the right wing they pressed (*past imp.*) our line by the multitude of their (men.) 2. When P. Crassus, a young-man, who was-
ver the cavalry, had observed that, he sent the third line as-aid (*dat.*) o-our-men in-their-difficulty (*labōran(t)-*). 3. After he had dispatched (*dimitt-*) either legions or auxiliaries into all parts of the territories of Ambiorix, and had laid-waste all-things with slaughter (*pl.*) and fire (*pl.*), he sent (*p. h.*) Labienus with two legions against the Treviri. 4. While for-some-time the battle-went-on (*dimica-, pass. impers.*) with-

the-greatest earnestness, the chief drew-up (*p. h.*) a line, which was to be a protection (*dat.*) to his own cavalry. 5. When Caesar had come into the country, he ordered (*p. h.*) the states (*dat.*) (to provide) soldiers, and bade (*p. h.*) (them) to come-together into a fixed place. 6. While they, a circle having been made, were defending themselves, quickly about six thousand men (*gen.*) came-together to the shouting.

LESSON CXX.

213. In the last sentence of the preceding exercise, it would have been better English to say, "when they, *having made* a circle," &c. But we saw in treating of the participles, § 128, that there was no form in Latin answering to the English *perfect participle active*, except in the case of deponent verbs which have the *passive forms but active meanings*. Thus, we have in English,

"making"	translated by	<i>facient(i)-</i> .
"having been made"	"	" <i>facto-</i> .
"having made"	"	" no Latin form.

214. It was necessary therefore in order to express this last meaning to have recourse to some different mode of expression. When the active perfect participle is from a **transitive** verb and has its object expressed, the *ablative absolute* construction with the Latin perfect participle passive can be employed, as is done in the above sentence. But if the verb be **intransitive**, and therefore without an accusative of the object, *no passive construction of it can be formed*. In such cases the use of *quum* with the *past perfect subjunctive* spoken of in the last lesson is to be employed, unless the English active verb be represented by a Latin deponent verb; in which case the perfect participle may be translated exactly. But the construction with *quum* is often employed when other combinations would be possible. The following table presents some of the ways in which the different English participial expressions may be represented in Latin:

perfect active participle in English.*Dune was killed while fighting with the enemy.*

us, adversus hostēs pugnans, occisus est. (1.)

quum " " pugnāret, " " (2.)

fect active participle in English.*Dune, having taken the camp, was killed.*

us, cum castrū cēpisset, occisus est. (3.)

castris captis, " " (4.)

" potitus (dep.) " " (5.)

perfect passive participle in English.*Dune, being hard-pressed by the enemy, was killed.*

us, quum ab hostibus premeretur, occisus est. (6.)

hostibus eum prementibus, " " (7.)

fect passive participle in English.*Dune, having been taken by the enemy, was killed.*

us, ab hostibus captus, occisus est. (8.)

um " " captus esset, " " (9.)

ove modes of expression have been numbered, in it by inserting the corresponding number after l expressions in the subsequent lessons, the pupil ided in selecting the right form. This will not lways : and it is therefore hoped that the teacher his pupils long enough upon the present lesson them to understand the cases in which the dif- des of expression are proper or possible.

EXERCISE 207.

lus having come (3) to Rome for-the-purpose-of (*ad*) open-
 (ie) the treasury, being terrified (8) by the approach of Caesar,
 the city. 2. The soldiers having fortified (3) the camp,
 himself, with the-light-armed (*expedito*-) hastily traversed
 defiles. 3. The Helvetii, observing (2) that Caesar had-
 river, sent ambassadors to him. 4. The Aedui not being
 defend themselves, sent to-ask aid. 5. The eagle-bearer
 being hard-pressed (6) by-a-great multitude of the enemy,
 ic(i)- the eagle within the rampart. 6. Having ascertained (4)
 s, (and) seeing (2) that war was being-prepared on-all-sides,
 ight that he ought-to-reflect about war more-seasonably
 7. The engines having cleared (3) the walls of-defenders
 ical sent five-hundred Africans to undermine the wall at
 tom.

LESSON CXXI.

EXERCISE 208.

1. Having ascertained (4) the wish of the citizens, we will set-out about (*dē*) midnight. 2. Caesar having landed (4) the army, and having selected (4) (*cap(i)-*) a place suitable for-a-camp, hastened to the enemy. 3. The enemy having tarried (5) a little-while (*paulisper*) near the town, and having laid waste (5) the lands of the allies, (and) having set-on-fire (4) all the villages and buildings, hastened to Caesar's camp. 4. Our horsemen, while retreating (2). (*sē recip(i)-*) into the camp, ran-against (*occur-*) the enemy in-front. 5. The general, having led-across (4) the army, halted near the town, and pitched his camp close-to (*juxta*) the wall. 6. Having seen (3) that the fourth legion was being hard pressed (*urge-*) by the enemy, you ordered that the legions should gradually join themselves.

LESSON CXXII.

We have now spoken of the principal cases in which the subjunctive mood is used in *secondary* sentences; *i. e.*, when it is required by the *sense* of the secondary sentence. We have now to treat of the use of the subjunctive in *primary* sentences. Let the tables given in pp. 146, 147, be again carefully examined.

We will speak first of questions used as the object or subject of a verb; *i. e.*, what we called **nominal questions**.

215. Let this rule be perfectly remembered :

Nominal questions take their verbs in the *subjunctive mood*.

Nominal questions are introduced by the same interrogative pronouns or particles as principal questions; (see §§ 154-160.)

EXAMPLES.

Deōrumne prōvidentiā mundus regitur? *Is the world governed by the providence of God?*

nus, Deōrumne prō-	<i>Let us see whether the world</i>
ntiā mundus regātur.	<i>is governed by the provi-</i>
	<i>dence of God.</i>
ater tuus scripsit?	<i>What did your father write?</i>
id pater tuus scripse-	<i>Tell (me) what your father</i>
	<i>wrote.</i>

ill be seen that in English the position of the sub-
 ject the verb in a *principal question* is not main-
 tained when the question is used *nominally*; since in the
 case an interrogative word (*whether, &c.*) is *always*
 used, which distinguishes sufficiently a question from
 a statement.

In the following exercises the questions adduced will
 be stated as *principal* and then as *nominal*.

It will be observed that sentences which would in Eng-
 lish be marked rather as exclamations than as questions,
 when used *nominally*, the same construction as
 in the following.

EXERCISE 209.

1. I am anxious and uneasy if all love is. 2. I am not ignorant how
 anxious and uneasy all love is. 3. What is that force and whence is
 it? We shall easily understand what that force is and whence (it)
 is. 4. What do those men say, what do (they) think (*senti-*) who are
 of that system? 5. No-one, even-moderately (*mediocriter quidem*)
 is ignorant what those say, what (they) think, who are of that

LESSON CXXIII.

3. Those questions which involve one or more
 alternatives are called **disjunctive**: they are such as
 "Is he deceiving us, or is he himself deceived?"
 The first member of such questions is introduced by *ne*
 or *c) nōne*, or *utrum*, and the other member or
 members nearly always by *an*: and these particles are
 like in *principal and nominal questions*. Some-
 times the first member has no interrogative particle.

EXERCISE 210.

1. Do-you-study, or fish, or hunt, or (do) all-things together? 2. I desire to know whether you study or fish, or hunt or (do) all-things together. 3. Did I not sufficiently understand you, or have you changed (your) opinion? 4. It is doubtful whether I did not sufficiently understand you, or whether you have changed (your) opinion. 5. Is virtue sought (*expet-*) on account of *its own* worth, or on-account-of some (*aliquem*) profit? 6. The-question-is-raised (*quaeritur*) whether virtue is sought on-account-of its own worth, or on-account-of some profit.

LESSON CXXIV.

217. As questions when asked *nominally* have their verbs in the subjunctive mood, so also **nominal commands** require their verbs to be in the subjunctive. The command when thus used nominally is introduced by *ut* (positive) and by *nē* (negative). But *ut* is often omitted. As commands have reference to things not yet finished, of course the *imperfect* tenses of the subjunctive must be employed in *nominal commands*.

There are many expressions which fall most naturally into this class of nominal sentences, which yet are not strictly speaking *commands*: such as those which imply *entreaty, advice, permission, &c.*

EXAMPLES.

Epistolam lege.	<i>Read the letter.</i>
Rēx militī imperat, ut epistolam legat.	<i>The king commands the soldier to read the letter.</i>
Nē statuās mihi pōnitōte.	<i>You must not erect statues to me.</i>
Imperātor vetuit nē statuæ sibi pōnerentur.	<i>The Emperor forbade statues to be erected to him.</i>

EXERCISE 211.

1. Do not allow (*imperf. subj.*) the town to be taken-by-storm. 2. Caesar had-charged (*manda-*) (his) lieutenant not to allow the town to

be taken-by-storm. 3. Do-not deliver (*imperf. subj.*) us to-the Romans for (*in acc.*) slavery. 4. The women, weeping, with-outspread (*missa-*) hands implored the soldiers setting-out into the battle, not (*nē*) to deliver them to-the Romans for slavery. 5. Recollect both the old disaster of the Roman people, and the ancient valor of the Helvetii. 6. The chief warned Caesar to recollect the old disaster of the Roman people, and the ancient valor of the Helvetii.

LESSON CXXV.

218. It was seen in § 163 that the present imperative has forms only for the *second person singular and plural*. In order to express the same notion for the *first and third persons*, the *present imperfect subjunctive* is used.

219. It was said also in § 165 that in *prohibitions* the *present imperative* is rarely used: instead of it we find the *present imperfect* or the *present perfect subjunctive* used with *nē*: most commonly the latter. It is probable that these uses of the subjunctive mood are to be explained as falling under the principle stated in the last lesson: *i. e.*, that they are really instances of **imperative sentences used nominally**, the governing verb being omitted. This is undoubtedly the case in such equivalents for the imperative in prohibitions, as,

Cave dixeris: *Take care that you do not say it: say it not.*
Nōlī mē jocārī putēs: *Do not think I am jesting.*

EXERCISE 212.

1. May the gods avert the omen. 2. In prosperous circumstances let us avoid (*fug(i)-*) pride and arrogance. 3. Let war be so (*ita*) undertaken, that nothing else but (*nisi*) peace may seem to-be-sought-for. 4. Do not make (*perf.*) this battle ruinous (*fūnesta-*) by the death of the consul. 5. Let-us-love (our) country, let-us-obey the senate, let-us-take-thought (*consul-*) for-the-good; let-us-neglect present profit (*pl*), let-us-be slaves to-the-esteem (*glōria-*) of posterity. 6. Do (*perf.*) nothing for-the-sake-of kindness, be-not moved by pity.

LESSON CXXVI.

Though it was said (§ 187) that the proper use of the subjunctive mood is confined to subordinate or subjoined sentences (whether primary or secondary), we have seen in the last lesson that it appears to be used *independently*, instead of an imperative, to supply the place of the missing forms of that mood.

220. There are other cases too in which the *subjunctive* is used in sentences which stand **independently**; though it is probable that all may be explained by supposing that *the true principal sentence is omitted, and the subjunctive mood allowed to stand alone with the force which it would have derived from that sentence, if expressed.*

The cases we are now speaking of form three main classes :

- | | | |
|------|-----------------------------|--------------------------|
| (1.) | The potential use | of the subjunctive mood. |
| (2.) | The optative use | " " " " |
| (3.) | The deliberative use | " " " " |

221. (1.) The subjunctive mood is said to be used **potentially** when it expresses an assertion as *doubtful, possible or conditional*. It is very often so employed to express a *modest or polite reservation* of a positive statement. This is particularly the case with the *present perfect tense*.

222. (2.) The subjunctive mood is said to be used **optatively** when it expresses *wish or desire*. This is closely allied to the use of the subjunctive for the imperative spoken of in the last lesson.

223. The subjunctive mood is said to be used **deliberatively** when an inquiry is made as to *what is to be done or ought to have been done*. It is generally implied in these cases that the correct thing either cannot be done or has not been done.

The following may be taken as examples of these cases—

(1.) **Potential.**

Ego ipse cum Platōne non *For myself I should not be*
 invitus errāverim. *unwilling to be mistaken*
along with Plato.

(2.) **Optative.**

Valeant cīvēs mei: sint in- *May my fellow citizens be*
 columēs, sint beātī. *prosperous, may they be*
safe, may they be happy.

(3.) **Deliberative.**

Cūr plūra commemorem? *Why need I mention more*
cases?

EXERCISE 213.

1. The judgment of Brutus, with-your good-leave (*pāc-*) *would-I-say* (*perf.*) (it), I far prefer to yours. 2. In-this-way (*ita*) *you-can-find* praise without envy, and *procure* friends. 3. Would-that (*utidam*) *I were able* as (*tam*) easily to find the true (*pl. neut.*) as to refute the false (*pl.*). 4. *Am-I-to-fight* with the tempest rather than *submit* to-it and *obey* (it)? 5. This-thing without any hesitation *I-should-be-inclined-to-affirm* (*perf.*) that eloquence is the most difficult thing of all. 6. *May* the gods preserve to-you these joys and this fame.

LESSON CXXVII.

EXERCISE 214.

1. Kings may-keep (*habē-*) (their) kingdoms for-themselves, the rich (their) riches. 2. Who, I-pray (*tandem*), can-blame me justly (*jūre*)? 3. What *need-I-fear* if I am destined-to-be (*futūro*) either not wretched after death or even happy? 4. What fitter companions to-generosity *can-I-name* (*perf.*) than humanity and clemency? 5. You-can-see more with-your-own eyes, than with those-of-others (*aliēno-*). 6. Let flattery, the helper of vices, be removed far-away.

LESSON CXXVIII.

We have now spoken of the subjunctive mood as used—

(1.) In several kinds of **secondary** sentences, when it is required by the nature of the relation between the secondary sentence and the primary one to which it is attached.

(2.) In **nominal questions**.

(3.) In **nominal commands**.

(4.) In **principal sentences**; in which it is employed,

(a.) To supply the missing forms of the present *imperative*.

(b.) *Potentially*.

(c.) *Optatively*.

(d.) *Deliberatively*.

224. We have now to speak of another very important principle of Latin Syntax in regard to the use of the subjunctive mood.

The subjunctive mood is used in all secondary sentences which are attached as an integral part of the thought,

(1.) *To any nominal sentence.*

(2.) *To any secondary sentence which contains the subjunctive.*

(3.) *To any primary sentence which contains the subjunctive.*

This is the *general* rule. But it must be understood that it *only holds good* when the secondary sentence forms an **integral part of the thought** expressed in that to which it is attached. There are besides some other limitations which will be stated hereafter.

EXAMPLES.

Nōn crēdo eum, quī sapiens sit, miserum esse posse.	<i>I do not believe that he who is wise can be miserable.</i>
Quis fidem habeat ei quī amicōs suōs decēperit?	<i>Who can put confidence in the man who has deceived his friends?</i>
Eō simus animō, ut nihil in malis dūcāmus, quod sit ā Deō constitūtum.	<i>Let us be of such a mind as to regard nothing as evil, which has been appointed by God.</i>

NOTE.—It is hoped that the teacher will make his pupils see in these examples, as well as in the sentences contained in the following exercises, to what sort of sentence (*nominal, secondary, or principal*), the secondary sentence is in each case attached.

EXERCISE 215.

1. It was the custom at Athens for those (*acc.*) to be praised in the public-assembly (*contion-*) who *had been slain* in battles. 2. Socrates was accustomed to say that all persons were sufficiently eloquent in that subject (*eo-*) which they *knew*. 3. Who can love that man whom he *fears*? 4. All agree that there is something (*aliquid*) which *belongs* to the dead. 5. It is clear that souls, when they have gone out from the body, are carried (*ferri*) on high. 6. Caesar thought that Ariovistus was now returning to good-sense (*sānitat-*), since he of his own accord (*ultrō*) *promised* that thing which he *had* before *refused* to (him) requesting (it).

LESSON CXXIX.

We have now spoken separately of the changes which sentences of the various kinds (*assertions, questions, commands and secondary sentences*) undergo when they are affected by the government of the verb in another sentence. We must now speak of all this in combination, as we have now to treat of what is called **ōrātio obliqua**, or "reported speech."

225. When the sentiments of a speaker are reported, it is possible for the reporter either—

1st. To give the speaker's *exact words*, precisely as they were uttered: this is called **ōrātio recta** (*direct speech*); or,

2d. To give the *sense only*, the form of the words being altered. This is called **ōrātio obliqua** (*indirect speech*.)

The following example will make this distinction clear:

1st. **Ōrātio recta.** (The chief said): "I know that these statements are true, and no one feels more pain at the circumstance than I."

2d. **Ōrātio obliqua.** The chief said that he knew that those statements were true, and that no one felt more pain at the circumstance than himself.

226. If this subject be properly considered it will be observed that—

(1.) The speech may consist of *assertions*, or *questions*, or *commands*, or *all of these*, with *secondary sentences* attached to any of them.

(2.) If the *ōrātio recta* be employed, the verb which is used to introduce the speech will have no effect upon the construction of any of the parts of the speech.

(3.) If the *ōrātio obliqua* be employed, the verb which is used to introduce the speech will affect the construction of all the parts of the speech.

(4.) Whatever the verb may be which introduces the speech, all the *assertions* in it may be considered as the objects of the verb *dic*-, "say;" all the *questions* as the objects of the verb *roga*-, "ask;" and all the *commands* as the objects of the verb *jube*-, "bid," whether these verbs be expressed or have to be understood.

We have therefore the following rules for the changes which the several parts of a speech will undergo, when it is reported *obliquē*—

227. (a.) The verbs in **assertions** will be put in the **infinitive** mood, and of course their subjects in the accusative case. See §§ 149-151.

228. (b.) The verbs in **questions** will be put in the **subjunctive** mood. See § 215.

229. (c.) The verbs in **commands** will be put in the **subjunctive** mood, and of course in one of the **imperfect** tenses of it. See § 217.

230. (d.) The verbs in **secondary** sentences will be put in the **subjunctive** mood. See § 224.

231. (e.) The verbs which are in the **subjunctive** mood in the speech as delivered, will remain in the **subjunctive**.

232. (f.) Since the speech is not given as spoken *directly by any one or to any one*, all **pronouns of the first and second person** (*me- no- te- vo- ho- isto- meo- tuo- nostro- vestro-*) **are excluded in strictness** from the *oratio obliqua*.

233. (g.) Of course the pronouns *se- suo-* will properly be used instead of *me- meo-* when the speaker is represented as talking of himself.

It is hoped that the teacher will be sure that his pupils understand that the rules given above in regard to the verbs are *not new rules*, and will therefore make them refer to the sections indicated. The rule (b) in regard to *questions*, and that (d) in regard to *secondary* sentences will need some limitation hereafter. But it is recommended that a great deal of pains be taken to see that the rules as they stand are thoroughly mastered; and several of the following examples are given in both the forms that there may be the means at hand for making the requisite comparison.

EXERCISE 216.

1. By-the-right of war I take the tribute which conquerors are accustomed (*perfi*) to impose on-the-conquered. 2. Ariovistus says that by-

the-right of war he takes the tribute which conquerors *are accustomed* to impose upon-the-conquered. 3. Those states which dissent from the rest-of the Gauls, I will unite (to the league) by my diligence, and I will bring-about (*effici-*) one (united) plan of the whole-of Gaul. 4. The chief said that those states which dissented from the rest-of the Gauls he would unite to the league by his diligence, and that he would bring about one (united) plan of the whole-of Gaul. 5. This nation has been urged on by its chiefs, who say that the Aedui, having been reduced by Caesar into slavery, suffer all indignities and insults. 6. He pointed out that that nation had been urged on by its chiefs, who *said* that the Aedui, having been reduced by Caesar into slavery, were suffering all indignities and insults.

LESSON CXXX.

EXERCISE 217.

1. I neither dare to come into those parts of Gaul which you possess, nor can I, without great effort and expense, draw-together (my) army into one place. 2. Ariovistus replied, that he neither dared to come into those parts of Gaul which Caesar possessed, nor could draw-together (his) army into one place without great effort and expense. 3. Why *should* any one (*quisquam*) judge that Ariovistus will so rashly depart from his-duty? 4. Caesar asked why any one *judged* that Ariovistus would so rashly depart from his-duty. 5. Supposing (*si*) Ariovistus, being-impelled by frenzy and madness, does-bring (*infer-* pres. perf.) war, what I-want-to-know (*tandem*) do you dread? 6. Caesar said, supposing Ariovistus, being-impelled by frenzy and madness, *should-bring* (*past perf.*) war, what, he wanted-to-know (*tandem*), did they dread?

LESSON CXXXI.

234. While we continue the exercises upon the *dratio obliqua*, we may introduce the peculiarly formed

tenses of the few irregular verbs in Latin. These are irregular *only in some of the imperfect tenses*. We will give first those tenses of the three verbs *vol* "wish," *nōl* "be unwilling" (contracted from *nevol*-) and *māl* "wish rather" (contracted from *magevol*-). It is to be understood that the tenses not here given are regularly formed.

Present imperfect indicative.

		<i>vol</i>	<i>nōl</i>	<i>māl</i>
S.	1.	volo	nōlo	mālo
	2.	vis	nōnvīs	māvīs
	3.	vult	nōnvult	māvult
P.	1.	volumus	nōlumus	mālumus
	2.	vultis	nōnvultis	māvultis
	3.	volunt	nōlunt	mālunt

Present imperfect subjunctive.

S.	1.	velim	nōlim	mālim
	2.	velis	nōlis	mālis
	3.	velit	nōlit	mālit
P.	1.	velimus	nōlimus	mālimus
	2.	velitis	nōlitis	mālitis
	3.	velint	nōlint	mālint

Past imperfect subjunctive.

S.	1.	vellem	nōllem	māllem
	2.	vellēs	nōllēs	mālles
	3.	vellet	nōllet	māllet
P.	1.	vellēmus	nōllemus	māllemus
	2.	vellētis	nōllētis	mālletis
	3.	vellent	nōllent	māllement

Imperf. infin. velle nōlle mälle

Nōl has besides a *present and future imperative*.

<i>Present,</i>	S. 2. nōli.	P. 2. nōlite.
<i>Future,</i>	S. 2. nōlito.	P. 2. nōlittōte.
	3. "	3. nōlunto.

Vol- and *not-* have besides the *imperfect participle* regularly formed and also the *gerund*.

N. B.—It should be pointed out that the irregularity of the *past imperfect subjunctive* and the *imperfect infinitive* of these verbs consists in the omission of the connecting vowel of the ending *-ere*, and the consequent assimilation of the two liquids *l* and *r*.

EXERCISE 218.

1. I wish to treat with you about those things which began (*coepit sumus*) to be treated (about) between us, and were *not* (*neque*) completed.
2. The chief said that he wished to treat with Caesar about those things which had begun to be treated (about) between them (*eo-*) and had not been completed.
3. If you do not (*minus*) wish to do that, send an ambassador to me.
4. Ariovistus said if he did not wish to do that, he might send an ambassador to him.
5. What do you wish for yourself? Why do you come into my possessions?
6. Ariovistus asked Caesar what he wanted for himself, why he came into his possessions.

235. NOTE.—In the last sentence the reflexive pronouns (*se-* and *suo-*) are used to represent both the “for yourself” and “my” of the *oratio recta*. Properly the reflexive should only refer to the *subject of the principal verb* (in this case *Ariovistus*). But usage allowed it also to refer to the subject of a secondary sentence, *when no ambiguity was caused thereby*. This is most commonly done in the case of the adjective (possessive) *suo-*. Kühner says, that the use of *se-* with such reference is confined to cases where the pronoun and the verb form only one notion, as in the above case: *quid tibi vis* is nothing more than *what do you want?*

LESSON CXXXII.

236. The verb *fer-* “bear” is irregular in some of the imperfect tenses, the irregularity consisting for the most part in the omission of connecting vowels.

There are many compounds of *fer-* which are conjugated in the same way as the principal verb.

The irregular tenses active and passive are here given :

		ACTIVE.	PASSIVE.
<i>Present imperfect indicative.</i>			
S.	1.	fero	feror
	2.	fers	ferris or ferre
	3.	fert	fertur
P.	1.	ferimus	ferimur
	2.	fertis	ferimini
	3.	ferunt	feruntur
<i>Past imperfect subjunctive.</i>			
S.	1.	ferrem	ferrer
	2.	ferrēs	ferrēris or ferrēre
	3.	ferret	ferrētur
P.	1.	ferrēmus	ferrēmur
	2.	ferrētis	ferrēmini
	3.	ferrent	ferrentur
<i>Imperf. infin.</i>		ferre	ferri
<i>Present imperative.</i>			
S.	2.	fer	ferre
P.	2.	ferite	ferimini
<i>Future imperative.</i>			
S.	2.	ferto	fertor
P.	3.	"	"
S.	2.	fertōte	
P.	3.	ferunto	feruntor

EXERCISE 219.

1. The frenzy (pl.) of-the-tribunes (*tribūnicio*, adj.) cannot be borne any-further (*ultrā*). 2. The consuls denied that the frenzy of the tribunes could be borne any-further. 3. Missiles are-being-carried-together into the house of the traitor, and he holds meetings at-home. 4. The officer reports (*refer*-) to the senate that missiles are-being-carried-together into the house of the traitor, and he (*eo*-) holds meetings at-home. 5. If the consul chooses (*vol*-, fut.) to send soldiers with me, I will lead them by a not difficult road (*adiu*-) above the heads (*sing.*) of the enemy. 6. The scout said that if the consul chose to send soldiers with him he would lead them by a not difficult road above the heads of the enemy.

LESSON CXXXIII.

237. The verb *fac(i)*- "make" is *not* used in the imperfect tenses passive. Instead of it the stem *fi-* is used, which is conjugated with the active person-endings except in the infinitive.

The following table represents the common forms of it:

<i>Pres. imperf. indic.,</i>	<i>fio, fis, fit, — — fiunt.</i>
<i>Past " "</i>	<i>fiēbam, fiēbās, &c.</i>
<i>Fut. " "</i>	<i>fiam fiēs, &c.</i>
<i>Pres. imperf. subj.,</i>	<i>fiam fiās, &c.</i>
<i>Past " "</i>	<i>fierem, fierēs, &c.</i>
<i>Imperf. infin.,</i>	<i>fieri.</i>

NOTE.— 1st. The vowel *i* is short before *er*.

2d. The gerundive *faciēdo* is regularly formed from *fac(i)*.

3d. The compounds of *fac(i)*- with verbal roots and adverbs, like *pat-fac(i)*- form their imperfect tenses passive from *fi-* as above, but the compounds made with prepositions change *a* of the stem into *i* (as from *fac(i)*- comes *perfici(i)*-) and form the passive tenses regularly.

4th. *Futuro*- may be regarded as the future partic. of *fi-* in the sense of "happen," "become."

238. The verb *i-* "go" with all its compounds is irregular in the imperfect tenses. Most of these forms have been given before, but it may be well to repeat them here altogether.

<i>Pres. imperf. indic.,</i>	<i>eo, is, it; imus, itis, eunt.</i>
<i>Past " "</i>	<i>ibam ibās, &c.</i>
<i>Fut. " "</i>	<i>ibo, ibis, &c.</i>
<i>Pres. imperf. subj.,</i>	<i>eam, eās, &c.</i>
<i>Past " "</i>	<i>irem irēs, &c.</i>
<i>Imperf. infin.,</i>	<i>ire.</i>
<i>Imperf. partic.,</i>	<i>eunt(i)- nom. sing. iens.</i>
<i>Gerund,</i>	<i>eundo-</i>
<i>Fut. partic.,</i>	<i>itūro.</i>
<i>Pres. imperat.,</i>	<i>S. 2. I. P. 2. ite,</i>
<i>Fut. " "</i>	<i>S. 2. Ito, 3. Ito. P. 2. itōte, 3. eunto.</i>

NOTE.—The vowel *i* of the stem is changed to *e* when the ending presents the letters *a, o, u*.

EXERCISE 220.

1. I earnestly advise the people not to condemn their own cause by a useless modesty. 2. The plebeian said that he earnestly advised the people not to condemn their own cause by a useless modesty. 3. There is not time for-ascertaining (*genit.*) the causes. Let all the younger-men be present to-morrow (*postero die*) at-dawn in the plain. 4. The consuls said in an assembly (*contio*-) that there was not time for ascertaining the causes: (that) all the younger-men *should-be-present* next day at dawn in the plain. 5. Are-you here going-to-give-up (*praebe-*) yourselves to-the-missiles of the enemy, undefended, un-avenged? why (*quid*), then (*igitur*), have-you arms? why have you brought (*infer-*) war aggressively (*ultrō*)? 6. The soldier asked with-a-loud (*clara-*) voice whether they were going to-give up themselves to the missiles of the enemy, undefended, unavenged? why they had arms? why they had brought war aggressively?

LESSON CXXXIV.

239. It was said in § 215, that the verbs in *nominal questions* were found in the *subjunctive* mood. To this we must now state the following very important exception: *When questions occur in the oratio obliqua, if the subject in the oratio recta be the second person, the subjunctive is used; but if the subject be either first or third person, the infinitive is used with the subject-accusative.* Thus we shall have,

<i>In the oratio recta.</i>	<i>In the oratio obliqua.</i>
2d person. Unde parābitis sociōs nāvālēs.	Unde parātūrī essent sociōs nāvālēs.
1st person. Unde parābimus sociōs nāvālēs.	Unde sē parātūrōs esse sociōs nāvālēs.
3d person. Unde parābunt sociōs nāvālēs.	Unde eōs parātūrōs esse sociōs nāvālēs.

The reason of this difference seems to be that the questions asked in the 1st or 3d persons are rather *rhetorical*,

i. e., are *disguised assertions*, and so, not differing much, except in form, from assertions, are expressed in the same manner as *nominal assertions*, the interrogative word being retained to show the distinction; while questions in the 2d person are proposed rather with a view to an answer, and so retain the proper construction of *nominal questions*.

NOTE.—1st. It will be observed above that the distinction between the 1st and 3d persons in the *oratio obliqua* is marked by the use of the pronoun *se-* for the 1st person, and *eo-* (or *illo-*) for the 3d person.

2d. It was said above that *primary sentences which have their verbs in the subjunctive mood retain that mood in the oratio obliqua*; and accordingly it will be found that when questions of the 1st or 3d persons (in the *oratio recta*) are found in the *oratio obliqua* with the *subjunctive* mood, the subjunctive would also have been used in the *oratio recta*.

It is hoped that great care will be taken to make the pupils perfectly understand these distinctions.

EXERCISE 221.

1. Why (*quid*) do we live? Why are we counted among (*in parte*) the citizens (*genit.*)? 2. The tribune asked, why did they live? why were they counted among the citizens? 3. What end do ye think there is of continued military service? 4. The centurion asked, what end did they think there was of continued military service? 5. What better hope (*genit.*) is held-out (*portend-*) to the Latins? 6. The chief asked, what better hope was held-out to the Latins?

LESSON CXXXV.

EXERCISE 222.

1. Can any one (*quisquam*) believe that such friends have suddenly, without cause, been made enemies? 2. The ambassadors asked, could any one believe that such friends had suddenly, without cause, been made enemies? 3. Why should the enemy hold the most fruitful land (*agro-*) of Italy rather than the victorious army? 4. The consul asked, why should the enemy hold the most fruitful land of Italy rather than the victorious army? 5. If I choose (*vol-*) to forget old insults, am I able also to lay-aside the memory of recent injuries? (No.) 6. Caesar asked, supposing he chose to forget old insults, was he able also to lay-aside the memory of recent injuries?

LESSON CXXXVI.

It was stated in § 224, that *secondary sentences* attached to *nominal sentences*, or to *primary* or *secondary sentences which contain the subjunctive mood*, have their verbs in the *subjunctive*. This is the general rule: but it is necessary now to mention some limitations of it.

240. The *indicative mood* may stand in these secondary sentences when they contain—

- (1.) Thoughts of the narrator, not of the speaker.
- (2.) Thoughts of the narrator and also of the speaker.
- (3.) Statements of mere facts, or general truths.
- (4.) Periphrastic expressions for simple notions.

It often occurs that the use of the indicative mood shows that the secondary sentence is to be regarded as coming under one of these heads, while the subjunctive would have been equally proper with a slight difference of meaning.

In the following exercise the verbs in secondary sentences must be translated by the indicative mood, unless the subjunctive is indicated by *italics*; and the teacher should help his pupils to see under which of the above classes each case falls. It will be observed that these remarks apply not only to sentences occurring in formal *oratio obliqua*, but to all such as come under the conditions stated at the beginning of this lesson.

EXERCISE 223.

1. Who can be so averse to (a) the truth as to (*quo-*) deny that all these things which we see are managed by the power of the immortal gods?
2. Near that river which flows into the Pontus, the philosopher says (*ais*) that certain (*quædam*) little-animals (*bestiola-*) are-produced (*nasc-*, dep.) which live (only) one day.
3. The scouts report (*refer-*) to Caesar that among the Suevi there is a wood of boundless size (*abl.*) which is called Bacenis.
4. Asia is so rich (*optima-*) and fertile that it easily surpasses all lands in-the-multitude of those things which are exported.
5. The force of eloquence (*eloquendo-*) effects (this) that (we can) learn

those things which we do-not-know, (*ignora-*) and can teach those things which we do-know. 6. It-can happen (*fi-*) that a-man (*quis*) may feel rightly, and not be able elegantly to express that which he feels.

LESSON CXXXVII.

An **impersonal verb** was defined (§ 138) to be one which, like all other verbs, makes an assertion, but is not attributed to any subject: and we have seen that it is common to find intransitive verbs used impersonally in the passive. We have now to speak of **impersonal verbs proper**: *i. e.*, those which are nearly always used impersonally: and we shall treat of the most important of these in separate heads according to their construction with the rest of the sentence.

241. The following *five* verbs denote various feelings, and are used in the third person sing. of the imperfect tenses, and form perfects also of the active or passive forms as given below:

- | | | |
|-------------|------------------------|--------------------------|
| 1. misere- | denoting <i>pity</i> , | <i>perfect</i> miserito- |
| 2. pige- | " <i>reluctance</i> , | " pigu- or pigito- |
| 3. poenite- | " <i>repentance</i> , | " poenitu- |
| 4. pude- | " <i>shame</i> , | " pudu- or pudito- |
| 5. taede- | " <i>weariness</i> , | " taedu- or pertaesio- |

242. With these verbs,

The **person feeling** is put in the **accusative**.
The **thing felt about** " " " **genitive**.

Sometimes however instead of the *genitive* we find an *infinitive* mood, and sometimes a neuter pronoun, sometimes a secondary sentence with *quod*, and sometimes a nominal question; each of which may be regarded as the subject of the verb.

EXAMPLES.

	Person.	Thing.	
ret	nōs	eōrum.	<i>We pity them.</i>
utet	mē	stultitiae.	<i>I repent of my folly.</i>
ēbit	vōs	ignāviae.	<i>Ye will be weary of sloth.</i>
st	mē	vixisse tur- piter.	<i>I am ashamed of having lived dishonorably.</i>

EXERCISE 224.

Upright men rarely repent of their actions and plans. 2. There (me) who are neither *ashamed* of infamy nor are *weary* (of it). 3. men who have lived otherwise than was-right (*deciuit*) repent of their sins, when they have been visited by a severe and deadly s. 4. I saw him wretched, and I pitied him. 5. I do not repent ing-lived (*infin.*), since (*quoniam*) I have so lived, that I think I st born in-vain. 6. I am not ashamed to confess (that I) do-not- (*nesci-*) (that) which *I-do-not-know*.

LESSON CXXXVIII.

EXERCISE 225.

Ill-men are ashamed to confess that they are worthy of-punish- 2. We have often repented of speaking, never of keeping-silence 3. Do you repent that (*quod*) I have led-across the army safe 4. We more pity those who do not seek-for (*requir-*) pity those) who loudly-claim (*efflagita-*) it. 5. We are absolutely is) weary of life. 6. We were weary of the new magistrates.

LESSON CXXXIX.

243. The two impersonal verbs *lice-* "be allowed" (perfect *licu-* or *licito-*) and *libe-* "be pleasing" (perfect *libu-* or *libito-*) have for the most part the following construction:

<i>For the person,</i>	<i>For the thing,</i>
The Dative case. (1.) a neuter pronoun. (2.) an infinitive mood.	

Lice- has also frequently the *thing* expressed by the **subjunctive** mood without *ut*. The person with both is often omitted.

EXAMPLES.

Quantum liceat vōbīs spectāre debētis.	<i>You are bound to see how much is allowed you.</i>
Nēmīni licet contrā patriam dūcere exercitum.	<i>No one may lead an army against his country.</i>
Facite quod vōbīs libet.	<i>Do what is pleasing to you.</i>
Nōn libet mihi dēplōrāre vitam.	<i>I don't like to complain of life.</i>
Fremant omnēs licet, dicam quod sentio.	<i>Let the world howl, I will still speak my mind.</i>
Nōn mihi licuit esse pigro.	<i>I was not allowed to be lazy.</i>

244. NOTE.—1st. It is from the use of *licet*, as shown in the last sentence but one, that it came to be used in the sense of a *concessive subjunction*, meaning "although."

245. 2d. When *lice-*, as in the last sentence, has depending on it an infinitive mood which requires a noun or adjective with it to complete its meaning, this noun or adjective must of course (§ 79) be in the same case as the noun which precedes the infinitive as its subject: i.e. under these circumstances generally in the dative.

EXERCISE 226.

1. Themistocles was allowed to be at-leisure (*otīōso-*). 2. Why do ye pursue this wretched and insignificant (*tenui-*) booty, who may now be most fortunate. 3. Let Pompey, (now that he is) dead, be allowed to-be-free-from (*care-*) the charge of crime. 4. It has pleased you to impel me to these-things. 5. It shall be allowed (you) to be rich in cattle and much land. 6. In this subject (*genes-*) I may not be negligent.

LESSON CXL.

6. The two impersonal verbs *deco-* "be fitting," (*t deco-*) *oportet* "be right," (perfect *oportuit*) have **cusative case of the person**, and **genitive infinitive mood** to express *the thing*. But *oportet* has the *subjunctive mood* after it *without ut*, to express both person and thing.

7. As we saw in the last lesson that *lice-* can often be translated by *may* or *might*, so *oportet* may frequently be rendered by *ought* or *must*. But as these *English* have no forms to express *finished* actions, we are in *usage* obliged to denote the **past existence of a possibility or an obligation** by using the *perfect infinitive after verbs*; e. g., "I might have seen him;" "I ought to have attended to the matter." But in Latin the corresponding verbs *lice-* and *oportet* having all the past and present tenses, must be followed by the **imperfective**, the time of the possibility or the obligation being usually expressed by the tense of *lice-* or *oportet*. The remark applies to the use of the personal verbs "owe" and *potes-* "be able." It is hoped that the teacher will pay particular attention to this point, and his pupils fully comprehend the difference of the Greek and Latin modes of expression in the following lessons.

est mihi ire.	I ought to go.
mihi ire.	I ought to have gone.
mihi tacere.	It is fitting I should be silent.
mihi tacere.	I should have been silent.
tibi ire.	You may go.
tibi ire.	You might have gone.
patriam defendere.	He ought to defend his country.
patriam defendere.	He ought to have defended his country.

EXERCISE 227.

1. Ye see that all that money out of the treasury, which ought to have been given for (*pro*) the corn to the states, has been appropriated (*lucrifer(i)*;) by that-man (*isto*;-). 2. We ought not to think that the goodwill of the citizens is an insignificant-aid (*mediocre i&ium*) for (*ad*) carrying-on affairs. 3. You ought to love me myself (*ipso*;) not my-goods (*meo*;-). 4. It is by-no-means (*minimè*) becoming for an orator to be angry. 5. Ought he not to have shed his blood for his country? 6. By her own charms virtue herself ought to-attract (*trah*;) you to true glory (*dece*;-).

LESSON CXLI.

248. The two impersonal verbs *interes*- and *r&fer*- have nearly the same meaning, "be of importance." For the construction of these verbs we must notice three particulars—

- 1st. **The thing which** is of importance is expressed by (a) an infinitive mood,
or (b) an interrogative word with the subjunctive,
or (c) *ut* or *nè* with the subjunctive,
or (d) a neuter pronoun.
- 2d. **The person to whom** it is of importance is expressed
(a) by the *genitive* case of a noun; but
(b) the *ablative singular feminine* of the possessive pronouns *meo*- *tuo*- *nostro*- *vestro*- *suo*- is used instead of the genitive cases of the personal pronouns.
- 3d. **The degree** of importance is expressed by
(a) the adverbs *multum*, *magnopere*, &c.
(b) by the *genitives of indefinite value*, *magnè* *parvè*, &c.*

* **249.** It was said in § 62, that the **price** at which a thing was bought was expressed by the **ablative**. But if it be only stated **in general and indefinite terms**, that the value is *large*, *small*, &c., a **genitive** case is ordinarily employed, as: *virtus volup-tatem minimi facit*. *Virtue thinks very little of pleasure*.

EXAMPLES.

est omnium bonam vi-	<i>It is the interest of all to</i>
agere.	<i>lead a good life.</i>
effert magni quid hic	<i>It is of great moment to me</i>
.	<i>what this man means.</i>
est interest nē imperā-	<i>It is your interest that the</i>
m pessimi faciant.	<i>worst men should not elect</i>
	<i>their general.</i>
nā nihil rēferēbat.	<i>That was of no importance</i>
	<i>to you.</i>
ego et meā et rei pub-	<i>I think this to be for my in-</i>
licae et maximē tuā in-	<i>terest, and for the state's,</i>
esse arbitror.	<i>and most of all for yours.</i>

EXERCISE 228.

is the interest of an orator to teach, to charm, to rouse (per- the minds of those-hearing (him.)) 2. A philosopher is said, ying, to have accused nature, because (quod) (she had given) to nd crows a long (diuturna-) life, to whom that (id) was of no nomen, (while) she had given to men, to whom it-would-have- ie-greatest-difference (maximē interfuisse) so petty (exigua-) a . It is of more importance to none than to yourself, that a bur- uld not be imposed on your shoulders (cervic-), under which you ik (concid-). 4. Caesar was-accustomed to say that it was not i (tam) for his own as (quam) for the state's interest, that he e safe. 5. I will point-out in-another place, how much it is of t to the common safety that-there-should-be two consuls in the . 6. It is of great importance to-us-all (nostrā omnium) whethar e happy or wretched.

LESSON CXLII.

EXERCISE 229.

riovistus replied, that he ought not to be impeded in-the-exer- f (in) his right (iūs-) by the Roman people. 2. I thought it-was- (dece-) to write-out-at-length (perscrib-) one of (ex) the many s of this tribune. 3. He pointed out how-greatly (quantō opere) or the interest of the common safety that the bands of the enemy be-kept-apart (distine-) 4. I feel both shame and vexation manners of the state. 5. Are not citizens allowed to send

ambassadors to citizens about peace, which has been allowed even to fugitive-slaves and brigands? 6. Was the young-man sorry for the crime which at-your-instigation (*à auctore*) he had committed (*fac(i)t*).

LESSON CXLIII.

250. We have now to speak of **conditional propositions.**

A *conditional proposition* is one which does not assert a fact absolutely, but asserts its dependence upon another fact; e. g., "If we are attacked, we will resist." In this sentence (called a *conditional* or *hypothetical proposition*) neither of the facts spoken about is asserted absolutely; but it is only said *that the second depends upon the first, in so far as this, that if the first occur the second will.* The first part of such a sentence, containing the subjunction "if," is called *the condition*; the second part is called *the assertion*. It must be perfectly understood that *neither of these parts is affirmed absolutely; the only thing declared is the fact that there is a connection between the two.*

It is very important to understand the modes in which conditional propositions of different sorts are represented in Latin: but it is not possible in this book fully to explain them. We shall endeavor only to state the rule for the three most important forms: and it is hoped that, if these are completely comprehended, other varieties as they occur in reading may be easily understood.

251. It has been stated that a *conditional proposition declares the connection of the condition and the assertion.* When this is **all that is implied**, of course the speaker does not indicate any doubt that the facts spoken of may be real: and consequently in Latin, **the indicative mood is employed both in the condition and the assertion, when all that is declared or implied is the fact of the connection between the two.**

252. NOTE.—Sometimes in place of the assertion a command is given, dependent upon the condition; in this ca. the *imperative* mood is employed instead of the *indicative*.

EXERCISE 230.

1. If we leave-off war, we shall never enjoy peace. 2. There is nothing which *I should fear* if after death I am destined-to-be (*futuro-*) either not wretched or even happy. 3. If I see you, I shall breathe-again (*fut. perf.* in both clauses). 4. If I have (*fut.*) you, I shall not seem to myself to have perished utterly (*plane*). 5. I will speak, if I can (*fut.*) in-Latin (*Latine*). 6. If the heart, or the blood, or the brain, is the soul, it will perish (*interi-*) along-with the body.

LESSON CXLIV

EXERCISE 231.

1. Prove (*expōn-*) if you can, that the souls remain after death. 2. If the consent of all-men is the voice of nature, we also ought to think the same-thing. 3. If you do not see what this *is*, at-least (*at*) you see of-what-kind (*quale*) it-is. 4. If I have sinned at-all (*quid*) against (*in*) you, pardon-me. 5. If you so bear those-things which have happened, as I hear (you do), I ought rather to congratulate your virtue than to console your sorrow. 6. If we are able (*fut.*) to be together (*inā*) less than we wish (*fut.*) we shall nevertheless enjoy communion of soul (*plur.*) and the same pursuits.

LESSON CXLV.

We have seen that the *indicative mood* is regularly employed in both the condition and assertion of a conditional proposition *when nothing more is implied than the fact of the connection between the two clauses.*

253. But if in addition to this *the speaker intends to indicate that he is distinctly conscious of the possibility that the facts spoken of may be falsely assumed, while they may yet possibly be truly stated, the subjunctive mood in one of the present tenses is employed in both clauses.*

It will be observed that the meaning here assigned to

the **present** tenses of the subjunctive is such as to imply, that the difference between the import of a conditional proposition with its verbs in the *present* tenses of the subjunctive, and one which has its verbs in the indicative is often very slight.

EXERCISE 232.

1. If your country were to speak with you thus (*haec*) ought (*debe-*) she not to gain-her-prayer (*impetra-*)? 2. If a-man (*quis*) should wish to revile philosophy in general (*universa-*) he would be able to do it with-the people on-his-side (*secundo-*). 3. If that-man, who has deposited money with (*apud*) you, should wage war upon-his country (*dat*) you would not give-back the deposit. 4. The day would fail me if I should wish to enumerate (the men), to whom, (though) good, (fortune) has turned-out (*eveni-*) ill (*male*). 5. If a-man (*quis*) should have deposited a sword with you (when) in-a-sound mind, and should ask-it-again (*repet-*) when-insane (*insanient-*) it would-be a sin to give-it-back, a kindness not-to-give-it-back. 6. I should be-sorry if I thought that after (*ad*) ten thousand years (*gen.*) some (*aliqua-*) nation would gain-possession of our city.

LESSON CXLVI.

354. We have now to mention the *third main class of conditional propositions.*

When the speaker wishes not only to affirm the connection between the condition and the assertion, but also to indicate his **knowledge or belief of the falsehood** of the assumption made, he uses the **past tenses of the subjunctive mood in both clauses**: the *past imperfect*, if the assumption have reference to *present* time; the *past perfect*, if it have reference to *past* time.

NOTE.—Often the 2d half only (the assertion) of a conditional proposition is expressed; but its tense will always show what kind of condition is to be supplied.

The following table may perhaps be useful, in fixing in the pupils' minds the foregoing distinctions.

ere are three principal forms of conditional propositions, with the following distinctions of tense and im-

	<i>Tenses.</i> any of the indicative.	<i>Import.</i> mere connection of clauses
<i>Form.</i>	the present of the subjunctive.	(1) Connection of clauses. (2) Suspicion of the incorrectness of the assumption made.
<i>Form.</i>	the past of the subjunctive.	(1) Connection of clauses. (2) Knowledge or belief of the incorrectness of the assumption made.

following exercise contains examples of the third

EXERCISE 233.

eracles never would have gone-away to the gods, unless (*nisi*),
e was among men, he had made (*mini*-) that way for-himself.
our parents feared you, and you could not appease them by
ans (*ration*-) you would retire as I think (*opinor*) from their
mewhither (*aliquo*.) 3. If Ulysses had wandered less (than
he would have been less known (than he is). 4. Philosophy
ould have been in so-great honor, unless it had grown-strong
y the contentions and discussions of the most-learned-men. 5.
ained in your opinion (you) ought-to-be-ashamed (*gerundive*)
6. If there were nothing else in human nature, nothing would
ill-formed (*deformi*-) than man.

LESSON CXLVII.

EXERCISE 234.

1. If Hannibal were alive, we should already have war with the Romans. 2. If we wish to obtain a happy life, attention must be given to virtue, without which we can reach neither friendship nor any thing worth-seeking-for (*expetenda*). 3. If the people were to meet (*congregari*) with you, and if it were able to speak with-one voice, it would say as-follows (*haec*). 4. If I had known that you were there, I-myself would have come to you. 5. If your father were-alive, he would be among (*in*) the chief-men (*princeps*) of the state. 6. If Pompey had then been-destroyed, would he have departed from good circumstances or from bad-ones? undoubtedly (*certe*) from wretched-ones; for-(then)-he-would-not (*nōn enim*) have carried-on war with (his) father-in-law; he would not without-preparation (*imparato*-) have taken-up arms; he would not have left (his) home; he would not have fled out-of Italy; he would not, after-having-lost (his) army, have fallen (*incidit*-) defenceless (*nūdo*-) upon (*in*) the sword, and (into) the hands of slaves; (his) children would not have been crushed (*dēle*-); all his fortunes would not (now) be possessed by the conquerors.

LESSON CXLVIII.

In the classification of pronouns in § 93 there were six sorts mentioned. Of these we have spoken of all but the indefinite, and they must now be treated of.

255. Indefinite pronouns refer to objects which the speaker either cannot or does not choose to specify distinctly. There are several of these in Latin, each with some difference of meaning or use. We shall only mention the principal ones here.

256. The simplest of the indefinite pronouns both in form and meaning is **quo**-, which is declined like the relative pronoun, except partly in the nominative and accusative singular and plural, which are as follows:

	Singular.			Plural.		
	<i>m.</i>	<i>f.</i>	<i>n.</i>	<i>m.</i>	<i>f.</i>	<i>n.</i>
<i>Nom.</i>	quis	qua	quid	qui	quae	qua
<i>Acc.</i>	quem	quam	quid	quōs	quās	qua

les these, we have forms *exactly the same as those relative* when the indefinite pronoun is used *adjective*, i. e., in agreement with a noun.

is always *enclitic*: i. e., always stands after and is added in sound to another word: and very often after *relative pronoun* and *sī, nisi, nē, num.*

generally represents such English expressions as "a 'any one,' "any thing" when wholly unemphatic.

EXAMPLES.

im est quod quis aere ātus est.	<i>What a man has bought with money is his own.</i>
et si quid erat dūrius, arrēbant.	<i>The foot soldiers would run together if any thing of more than ordinary difficulty occurred.</i>

EXERCISE 235.

They have reached any excellence of virtue, ability, fortune, impart it to their own (friends). 2. No-one ought to think, Socrates did or spoke (*aor. subj.*) any-thing against the custom of citizens (*civili-*, *adj.*) the same thing is allowed to him. 3. A man disdain as (*tanquam*) small the elements of grammar. 4. A man feel-anger (*trasc.*, *dep.*) with boys (*dat.*) whose age knows yet the differences of things? (No). 5. They have-it established-by the laws, if a man has learned (*accip(i)-*) any-thing from labors concerning public affairs (*sing.*), by rumor or report, that mention-it (*defer-*) to a magistrate. 6. When (*ubi*) once a man turn-himself (*ful. perf.*) he ought not afterward to be believed

LESSON CXLIX.

7. We have said that the enclitic *quo-* is the most of the indefinite pronouns in form and meaning. This are derived the others of which we must now and it will be best to arrange these in order, with differences stated generally, reserving a fuller statement each for special exercises.

EXAMPLES.

Quivis homo potest quem-	<i>Any man can put forth any</i>
vis turpem de quolibet	<i>disgraceful report you</i>
rumorem praeferre.	<i>please about any one.</i>
Utrumlibet elige, alterum	<i>Choose which of the two</i>
incrēdibile est, alterum	<i>you like: the one is in-</i>
nefurium.	<i>credible, the other mon-</i>
	<i>strous.</i>

NOTE.—The forms with *quis* and *qua* do not occur.

EXERCISE 237.

1. He was accustomed to get-up (*ing-*) any abuse (*pl.*) (you please) against (*in*) any-one. 2. The Germans dare, however (*quamvis*) few (they may be) to advance (*adi-*) toward any number (you like) of horse-soldiers on-saddles (*ephippiao-*, *adj.*). 3. If any, even (*vel*) the least thing shall be discovered, we do not object that (*quin*) the life of this man be surrendered to the lust of those-persons. 4. He resolved to accomplish his undertaking by any means (*sing.*). 5. So great was the violence of the injuries that men preferred (*mal-*) to endure any-thing (rather) than not to lament and complain-bitterly about the wickedness of that-man (*isto-*). 6. You would be glad (*gaude-*) to receive a kindness from any-body.

LESSON CLI.

261. The indefinite pronoun **quo-dam** implies that the range of selection among the individuals of the class referred to is *not unlimited*, but that some one or more individuals known (or assumed to be known) to the speaker are intended. It can often be rendered in English by the words "a certain one," &c., and we sometimes find in Latin "*certus quidam*." It is often used to modify some strong epithet or metaphor.

Quo-piam is another indefinite pronoun which is nearly the same as *aliquo-* in sense, though it is not used in the same emphatic way.

EXAMPLES.

Est hōc aliquid, tametsi nōn est satis.	<i>This is something, yet not enough.</i>
Vis mē esse aliquem.	<i>You wish me to be somebody.</i>
Si pars aliqua ceciderit, at reliquōs servārī posse confidunt.	<i>Suppose some part has fallen, yet they are sure the rest can be saved.</i>

EXERCISE 239.

1. Name some one (man) (in-particular). 2. That-(remark)-of-yours is something, but-by-no-means (*nēquāquam*) are all-things (included) in it (*isto*). 3. This fame will bring to-you some safety. 4. I think that nothing has-been-passed-by by me, but that something-considerable has-been-kept-back for (*ad*) the last part of the cause. 5. It is not your fault, if some-people feared you; and on-the-contrary (*contrā*) (it is) the highest praise that (*quod*) most-men (*plērique*) judged (*cense-*) that you were by-no-means (*minimē*) to-be-feared. 6. I used-to-declaim with Piso, or with Pompey, or with some-one every-day (*quotidie*).

LESSON CLIII.

263. Quo-quam implies that hardly *any single one*, and perhaps *none at all* of the individuals of the class can be found to answer the requirements of the case spoken about. It follows from this that it is used for the most part in *negative* sentences or in questions which imply a negative. *Quo-quam* is not used in the *plural*, or in the *feminine of the singular*, and is *always used as a noun*.

264. The adjective **ullo-** is used in just the same sense as *quo-quam*.

EXAMPLES.

si quisquam erit,	<i>As long as there is a single</i>
defendere audeat,	<i>man found bold enough</i>
	<i>to defend you, you shall</i>
	<i>be allowed to live.</i>
mens ullum animal,	<i>Do you think that any an-</i>
sanguinem habeat,	<i>imal at all, which has</i>
corde esse posse?	<i>blood, can exist without</i>
	<i>a heart?</i>
ex castris Catilinae	<i>Nor had any single one of</i>
nam omnium exces-	<i>them all left Catiline's</i>
	<i>camp.</i>

EXERCISE 240.

-I-die, if beside you I have any-single-man left (*reliquo-*) in
 am recognize the image of (our) ancient and national (*ver-*
 umor. 2. You-are-mistaken (*erra-*) if you think that I or
 none of these expects from you these daily works. 3. The
 aid that they would make (their) march through the province
 ny wrong-doing (*maleficio-*). 4. The Bellovaci said that they
 wn account (*nomen-*) would carry-on war with the Romans,
 I submit to the command of any-one-at-all. 5. The stability
 hip can be secured, when men shall control those passions to
 ers are-slaves, nor shall demand, the one from the other (*alter*
 any-thing-at-all except (what is) honorable and right. 6.
 ver harms any-single-man who has it.

TABLES.

I. Endings of the *third* declension for *consonant-stem*

	<i>Sing.</i>	<i>Plur.</i>
Nom. and Voc.	s (or none)	ēs
Acc.	em	"
Gen.	is	um
Dat.	i	ibus
Abl.	e	"

II. Examples of masculine and feminine nouns with *consonant-stems*:

	<i>trab-, beam.</i>		<i>stirp(i)-, stock.</i>	
N. and V.	<i>Sing.</i>	<i>Plur.</i>	<i>Sing.</i>	<i>Plur.</i>
A.	trabs	trabēs	stirps	stirpēs
G.	trabem	"	stirpem	"
D.	trabis	trabum	stirpis	stirpium
Abl.	trabi	trabibus	stirpi	stirpibus
	trabe	"	stirpe	"

	<i>palūd-, marsh.</i>		<i>mont(i)-, mountain.</i>	
N. and V.	<i>Sing.</i>	<i>Plur.</i>	<i>Sing.</i>	<i>Plur.</i>
A.	palūs	palūdēs	mons	montēs
G.	palūdem	"	montem	"
D.	palūdis	palūdum	montis	montium
Abl.	palūdi	palūdibus	monti	montibus
	palūde	"	monte	"

	<i>greg-, flock.</i>		<i>merc(i)-, merchandise.</i>	
N. and V.	<i>Sing.</i>	<i>Plur.</i>	<i>Sing.</i>	<i>Plur.</i>
A.	grex	gregēs	merx	mercēs
G.	gregem	"	mercem	"
D.	gregis	gregum	mercis	mercium
Abl.	gregi	gregibus	merci	mercibus
	grege	"	merce	"

	<i>princep-, chief.</i>		<i>mīlet-, soldier.</i>	
N. and V.	<i>Sing.</i>	<i>Plur.</i>	<i>Sing.</i>	<i>Plur.</i>
A.	princeps	principēs	miles	militēs
G.	principem	"	militem	"
D.	principis	principum	militis	militum
Abl.	principi	principibus	militi	militibus
	principe	"	militē	"

	<i>homon-, man.</i>		<i>sermōn-, discourse.</i>	
N. and V.	<i>Sing.</i>	<i>Plur.</i>	<i>Sing.</i>	<i>Plur.</i>
A.	homo	hominēs	sermo	sermōnēs
G.	hominem	"	sermōnem	"
D.	hominis	hominum	sermōnis	sermōnum
Abl.	hominī	hominibus	sermōnī	sermōnibus
	homine	"	sermōne	"

	<i>flōs-, flower.</i>		<i>patr-, father.</i>	
N. and V.	<i>Sing.</i>	<i>Plur.</i>	<i>Sing.</i>	<i>Plur.</i>
A.	flōs	flōrēs	pater	patrēs
G.	flōrem	"	patrem	"
D.	flōris	flōrum	patris	patrum
Abl.	flōri	flōribus	patri	patribus
	flōre	"	patre	"

	<i>labōr-, labor.</i>		<i>exsul-, exile.</i>	
N. and V.	<i>Sing.</i>	<i>Plur.</i>	<i>Sing.</i>	<i>Plur.</i>
A.	labor	labōrēs	exsul	exsulēs
G.	labōrem	"	exsulem	"
D.	labōris	labōrum	exsulis	exsulum
Abl.	labōri	labōribus	exsuli	exsulibus
	labōre	"	exsule	"

III. Examples of neuter nouns.

		ones-, <i>burden</i> .		corpos-, <i>body</i> .	
		<i>Sing.</i>	<i>Plur.</i>	<i>Sing.</i>	<i>Plur.</i>
N. and V.		onus	onera	corpus	corpora
A.		"	"	"	"
G.		oneris	onerum	corporis	corporum
D.		oneri	oneribus	corpori	corporibus
Abl.		onere	"	corpore	"

		flūmen-, <i>river</i> .		calcār(i)-, <i>spur</i> .	
		<i>Sing.</i>	<i>Plur.</i>	<i>Sing.</i>	<i>Plur.</i>
N. and V.		flūmen	flūmina	calcār	calcāria
A.		"	"	"	"
G.		flūminis	flūminum	calcāris	calcārium
D.		flūmini	flūminibus	calcāri	calcāribus
Abl.		flūmine	"	"	"

NOTE.—The abl. sing. is made from the stem *calcāri*.

		caput-, <i>head</i> .		femor-, <i>thigh</i> .	
		<i>Sing.</i>	<i>Plur.</i>	<i>Sing.</i>	<i>Plur.</i>
N. and V.		caput	capita	femur	femora
A.		"	"	"	"
G.		capitis	capitum	femoris	femorum
D.		capiti	capitibus	femori	femoribus
Abl.		capite	"	femore	"

NOTE.—*Caput* does not omit the last letter in the N. and A. Sing.

IV. Examples of adjectives, masculine, feminine, and neuter, with *consonant*-stems.

		ferōc(i)-, <i>fierce</i> .			
		<i>Sing.</i>		<i>Plur.</i>	
		<i>Masc. and Fem.</i>	<i>Neut.</i>	<i>Masc. and Fem.</i>	<i>Neut.</i>
N. and V.		ferōx	ferōx	ferōcēs	ferōcia
A.		ferōcem	"	"	"
		ferōcis		ferōcium	
G.		ferōci		ferōcibus	
D.		ferōci		"	
Abl.		ferōci or ferōce		"	

vetes-, <i>old</i> .					
N. and A.	V.	<i>Sing.</i>		<i>Plur.</i>	
		Masc. and Fem.	Neut.	Masc. and Fem.	Neut.
		vetus	vetus	veterēs	vetera
		veterem	"	"	"
G.		veteris		veterum	
D.		veterī		veteribus	
Abl.		vetere		"	

V. Endings of *third* declension for *i*-stems.

N. and V.	<i>Sing.</i>	<i>Plur.</i>
	is (sometimes <i>ēs</i> or none)	<i>ēs</i>
A.	em (sometimes im)	" (sometimes is)
G.	is	ium
D.	i	ibus
Abl.	e or i	"

NOTE.—1st. These endings include the stem-vowel.

2d. The ablative in *i* is used for all *adjectives* and *neuter* nouns with *i*-stems.

VI. Examples of masculine and feminine nouns.

avi-, <i>bird</i> .				tussi-, <i>cough</i> .			
N. and V.	<i>Sing.</i>	<i>Plur.</i>		<i>Sing.</i>	<i>Plur.</i>		
	avis	avēs		tussis	tussēs		
A.	avem	"		tussim	"		
G.	avis	avium		tussis	tussium		
D.	avi	avibus		tussī	tussibus		
Abl.	ave	"		"	"		

nūbi-, <i>cloud</i> .				lintri-, <i>wherry</i> .			
N. and V.	<i>Sing.</i>	<i>Plur.</i>		<i>Sing.</i>	<i>Plur.</i>		
	nūbēs	nūbēs		lintri	lintrēs		
A.	nūbem	"		lintrēm	"		
G.	nūbis	nūbium		lintris	lintrium		
D.	nūbī	nūbibus		lintrī	lintribus		
Abl.	nūbe	"		lintrē	"		

VII. Example of an adjective, exhibiting the forms of the *neuter* gender as well as those of the masculine and feminine.

NOTE.—All neuter nouns with *i*-stems are declined like the neuter of this adjective.

levi-, *light*.

N. and V.	Sing.		Plur.	
	Masc. and Fem.	Neut.	Masc. and Fem.	Neut.
A.	levis levem	leve "	levēs "	levia "
G.	levis		levium	
D.	levi		levibus	
Abl.	"		"	

VIII. The following example is given to exhibit the declension of those adjectives with *ri*-stems, which have distinct forms for the three genders in the *nom. sing.*

ācri-, *keen*.

N. and V.	Sing.			Plur.	
	Masc.	Fem.	Neut.	Masc. and Fem.	Neut.
A.	ācer	ācris	ācre	ācrēs	ācria
G.	ācrem			"	
D.	ācris			ācrium	
Abl.	ācri			ācribus	

IX. Declension of a comparative adjective.

ācriōr-, ācriōs-, *more keen*.

N. and V.	Sing.		Plur.	
	Masc. and Fem.	Neut.	Masc. and Fem.	Neut.
A.	ācrior ācriōrem	ācrius "	ācriōrēs "	ācriōra "
G.	ācriōris		ācriōrum	
D.	ācriōri		ācriōribus	
Abl.	ācriōre or ācriori		"	

Endings of the *first* declension, or of nouns with *a*-stems.

	<i>Sing.</i>	<i>Plur.</i>
N. and V.	a	ae
A.	am	ās
G.	ae	ārum
D.	"	is
Abl.	ā	"

XI. Example of a noun of the first declension.

mensa, table.

	<i>Sing.</i>	<i>Plur.</i>
N. and V.	mensa	mensae
A.	mensam	mensas
G.	mensae	mensarum
D.	"	mensis
Abl.	mensā	"

NOTE.—These endings include the stem-vowel.

XII. Endings of the *second* declension, or of nouns with *o*-stems.

	<i>Sing.</i>		<i>Plur.</i>	
	<i>Masc. or Fem.</i>	<i>Neut.</i>	<i>Masc. or Fem.</i>	<i>Neut.</i>
N.	us (rarely os) or none	um	ī	a
G.	e	"	"	"
D.	um (rarely om)	"	os	"
	ī		orum	
Abl.	ō		is	
	"		"	

NOTE.—These endings include the stem-vowel.

XIII. Examples of masculine or feminine nouns of the second declension.

	<i>servo-, slave.</i>		<i>agro-, field.</i>	
	<i>Sing.</i>	<i>Plur.</i>	<i>Sing.</i>	<i>Plur.</i>
N.	servus	servi	ager	agri
V.	serve	"	"	"
A.	servum	servos	agrum	agros
G.	servi	servorum	agri	agrorum
D.	servo	servis	agro	agris
Abl.	"	"	"	"

The following examples of adjectives with *o*-stems are given, as exhibiting in one view the masculine and neuter forms. The feminine forms are also given, that the complete declension of what are called in the grammar "adjectives of three terminations" may be seen.

	<i>bono-, good.</i>					
	<i>Sing.</i>			<i>Plur.</i>		
	<i>Masc.</i>	<i>Neut.</i>	<i>Fem.</i>	<i>Masc.</i>	<i>Neut.</i>	<i>Fem.</i>
N.	bonus	bonum	bona	boni	bona	bonae
V.	bone	"	"	"	"	"
A.	bonum	"	bonam	bonos	"	bonas
G.	boni		bonae	bonorum		bonarum
D.	bono		"	bonis		bonis
Abl.	"		bona	"		"

	<i>pulcro-, beautiful.</i>					
	<i>Sing.</i>			<i>Plur.</i>		
	<i>Masc.</i>	<i>Neut.</i>	<i>Fem.</i>	<i>Masc.</i>	<i>Neut.</i>	<i>Fem.</i>
N.	pulcer	pulcrum	pulcra	pulcri	pulcra	pulcræ
V.	"	"	"	"	"	pulcris
A.	pulcrum	"	pulcram	pulcros	"	"
G.	pulcri		pulcræ	pulcrorum		pulcrarum
D.	pulcro		"	pulcris		pulcris
Abl.	"		pulcrâ	"		"

XIV. Endings of nouns of the *fourth* declension, or of nouns with *u*-stems.

	<i>Sing.</i>		<i>Plur.</i>	
	<i>Masc. or Fem. Neut.</i>		<i>Masc. or Fem. Neut.</i>	
V.	us	ū	ūs	ua
	um	"	"	"
	ūs		uum	
	ui (rarely ū)		abus or ibus	
	ū		"	

These endings include the stem-vowel.

Examples of the fourth declension.

portu-, harbor.		cornu- (neut.), horn.	
<i>Sing.</i>	<i>Plur.</i>	<i>Sing.</i>	<i>Plur.</i>
portus	portūs	cornū	cornua
portum	"	"	"
portūs	portuum	[cornūs]	cornuum
portui	portibus	cornū	cornibus
portū	"	cornū	"

Endings of the fifth declension, or of nouns with

	<i>Sing.</i>	<i>Plur.</i>
nd V.	ēs	ēs
	em	"
	ei (sometimes ē)	erum
	"	ēbus
bl.	ē	"

These endings include the stem-vowel.

Example of the fifth declension.

	<i>diē-, day.</i>	
	<i>Sing.</i>	<i>Plur.</i>
N. and V.	diēs	diēs
A.	diem	"
G.	diēi	diērum
D.	"	diēbus
Abl.	diē	"

The three words, *res*, "thing," *fides*, "trust," and *spes*, "hope," have the *ē* shortened in the genitive and dative singular.

XVIII. Declension of *domu-* or *domo-*, *house*.

	<i>Sing.</i>	<i>Plur.</i>
N. and V.	<i>domus</i>	<i>domūs</i>
A.	<i>domum</i>	" or <i>domōs</i>
G.	<i>domūs</i>	<i>domuum</i> or <i>domōrum</i>
D.	<i>domui</i> , or <i>domō</i> , <i>locat. domi</i>	<i>domibus</i>
Abl.	<i>domō</i>	"

XIX. Declension of *vis*(1)-, *strength*, and *Deo-*, *God*.

	<i>Sing.</i>	<i>Plur.</i>	<i>Sing.</i>	<i>Plur.</i>
N. and V.	<i>vis</i>	<i>virēs</i>	<i>Deus</i>	<i>Deī, Dī, or Dī</i>
A.	<i>vim</i>	"	<i>Deum</i>	<i>Deōs</i>
G.	<i>vis</i>	<i>virium</i>	<i>Deī</i>	<i>Deōrum</i> or <i>Deum</i>
D.	<i>vi</i>	<i>viribus</i>	<i>Deō</i>	<i>Deīs, Dīs or Dīs</i>
Abl.	"	"	"	" "

XIX. Declension of *duo-*, *two*, and *ambo-*, *both*.

	<i>duo-, dua-</i>			<i>ambo-, amba-</i>		
	<i>Masc.</i>	<i>Neut.</i>	<i>Fem.</i>	<i>Masc.</i>	<i>Neut.</i>	<i>Fem.</i>
N. and V.	<i>duo</i>	<i>duo</i>	<i>duae</i>	<i>ambō</i>	<i>ambō</i>	<i>ambae</i>
A.	<i>duos</i> or <i>duo</i>	"	<i>duas</i>	<i>ambos</i> or <i>ambō</i>	"	<i>ambas</i>
G.	<i>duōrum</i>		<i>duarum</i>	<i>ambōrum</i>		<i>ambārum</i>
D.	<i>duobus</i>		<i>duabus</i>	<i>ambobus</i>		<i>ambabus</i>
Abl.	"		"	"		"

NOTE.—All the *cardinal* numerals from *four* to a *hundred*, are undeclined; *uno-*, "one," has the genit. and dative, *ius* and *i* for all genders; *duo-*, "two," is given above; and *tri-*, "three," is regular.

OUTLINES OF ROMAN HISTORY

FROM THE EARLIEST TIMES TO THE EMPERORS.

NOTE.—The numbers inserted in parentheses refer to the divisions in the preceding book, as marked in the margin and at the head of the pages.

LIBER PRIMUS.

1. Antiquissimis temporibus (54), Sāturnus in Italiam vēnisse (146) dicitur. Ibi haud procul ā Jāniculō arcem condidit, eamque Sāturniam (79) appellāvit. Hic Italōs primus agricultūram (30) docuit.

2. Postea Latinus in illis regiōnibus imperāvit. Sub hōc rēge Trōja in Asiā ēversa est. Hinc Ænēās, Anchisae (37) filius, cum multis Trōjānīs, quibus (46) ferrum Graecorum pepercerat, aufugit, et in Italiam (27) pervēnit. Ibi Latinus rōx ei benignē receptō (128) filiā Lāviniam in mātrimonium dedit. Ænēās urbem condidit, quam (104) in honōrem conjugis (34) Lāviniam appellāvit.

3. Post Ænēae mortem, Ascanius, Ænēae (37) filius, regnum accēpit. Hic sēdem regnī in alium (162) locum transtulit, urbemque condidit in monte Albānō (13), eamque Albam longam nuncupāvit. Eum (104) sequūtus est Silvius, qui post Ænēae mortem ā Lāvinia genitus erat (1. *gign-*). ējus posterī omnēs, usque ad Rōmam conditam, Albae (45) regnāvērunt.

4. Ūnus (162) hōrum rēgum (35), Rōmulus Silvius, sō (151) Jove (83) māiorem (79) esse (149) dicēbat, et, quum tonāret, militibus (50) imperāvit, ut clipeōs hastis (61) percuterent (190), dicēbatque (17), hunc sonum multō clārīōrem esse (149) quam tonitrum (82). Fulmine ictus et in Albānum lacum praecipitātus est.

5. Silvius Procās, rēx Albānōrum, duōs filiōs reliquit, Numitōrem (95) et Amūlium. Hōrum minor nātū (57), Amūlius, frātri optiōnem dedit, utrum regnum habēre vellet (215), an bona (97), quae pater reliquisset (224). Numitor paterna bona praetulit (9); Amūlius regnum obtinuit.

6. Amūlius, ut regnum firmissimē possidēret, Numitōris filiū per insidias interēmit, et filiā frātris (37), Rhēam Silviam, Vestālem virginem (79) fēcit. Nam his Vestae sacerdotibus (243) nōn licet virō (46) nūbere. Sed haec ā Marte geminōs filiōs, Rōmulum et Remum, peperit. Hōc quum Amūlius comperisset (211), mātrem in vincula conjecit, puerōs (150) autem in Tiberim abjici (149) jussit.

7. Forte Tiberis aqua ultrā ripam sē effūderat, et quum pueri in vadō essent (211) positi, aqua refluens eōs in siccō (97) reliquit. Ad eōrum vāgitum lupa accurrit (101), cōsque ūberibus (61) suis aluit. Quod (110) videns Faustulus quidam, pastor illius regiōnis, puerōs sustulit (l. toll-) et uxōri Accae Laurentiae nūtriendōs (177) dedit.

8. Sic Rōmulus et Remus pueritiā inter pastōrēs tran-
sēgērunt. Quum adolēvissent (211), et forte comperis-
sent, quis (160) ipsōrum avus, quae mātēr fuisset
Ante (215), Amūlium interfecērunt, et Numitōri avō
Chr. regnum restituērunt. Tum urbem condidērunt in
753. monte Aventinō, quam (104) Rōmulus ā suō nōmine
Rōmam (79) vocāvit. Haec quum moenibus cir-
cumdarētur (25), Remus occisus est, dum frātrem irridens
moenia transiliēbat.

9. Rōmulus, ut civiū numerum augeret (192), asylium patefecit (237), ad quod multi ex civitatibus suis pulsi accurrērunt (101). Sed novae urbis civibus (47) conjugēs decērant. Festum itaque Neptūni et lūdōs instituit. Ad hōs quum multi ex finitimis populis cum mulieribus et liberis venissent (211), Rōmāni, inter ipsōs lūdōs, spectantēs virginēs rapuērunt.

10. Populi illi, quōrum (104) virginēs raptae erant,

bellum adversus raptōres suscepērunt. Quum Rōmae (50) appropinquārent (211), forte in Tarpējam virginem incidērunt (101), quae in arce sacra prōcūrābat (17). Hanc rogābant, ut viam in arcem monstrāret (195), ei que permiserunt, ut mūnus sibi (235) posceret. Illa petiit, ut sibi (48) darent, quod in sinistris manibus gererent (230), annulōs aureōs et armillās significans. At hostēs, in arcem ab eā (126), perducti, scūtis (61) Tarpējam obruērunt; nam et ea in sinistris manibus gerēbant (17).

11. Tum Rōmulus cum hoste, qui montem Tarpējum tenēbat, pugnam conseruit in eō locō, ubi nunc forum Rōmānum est. In mediā caede raptae prōcessērunt, et hinc patrēs, hinc conjugēs et socerōs complectēbantur et rogābant, ut caedis (34) finem facerent (190). Utrique his precibus commōti sunt. Rōmulus foedus icit, et Sabinōs in urbem recēpit.

12. Postea civitatem dēscripsit. Centum Senātōrēs lēgit, eosque cum ob aetatem, tum ob reverentiam iis (46) dēbitam, Patrēs (79) appellāvit. Plebem in trigintā cūriās distribuit easque raptarum nōminibus nuncupāvit. Annō (54) regnī vicēsimo septimō, quum A. C. exercitum lustrāret (211), inter tempestatem or- 716. tam, repente oculis (51) hominum subductus est. Hinc alii eum ā Senātōribus interfectum (79), alii ad Deōs sublātum esse (149) existimāverunt.

13. Post Rōmuli mortem ūnius (162) anni interregnum fuit. Quō elapsō (131) Numa Pompilius, Curibus (49), urbe* in agrō Sabinōrum, nātus, rex (79) creatus est. Hic vir bellum quidem nullum gessit; nec minus tamen civitatī (46) prōfuit. Nam et lēgēs dedit, et sacra plūrima instituit, ut populī (36) barbari et bellicōsī mōrēs molliret (192). Omnia autem, quae faciēbat, sē (151) nymphae

* When the word *urb(i)*- or *oppido*- is joined in apposition (95) to the name of a town in the dative (locative), it is put in the ablative case with *in*, rarely without the preposition. See Andrews' Lat. Gr. § 221. Rem. 2. If *in urbe* or *in oppidō* precedes the name of the town, the latter is put in the ablative case.

Egeriae, conjugis suae, jussū facere (149) dicebat. Morbō decessit, quadragesimō tertio imperii annō (54).

14. Numae (50) successit Tullus Hostilius, cūjus
A. C. avus sē in bellō adversus Sabīnōs fortem et strē-
673. nuum virum praestiterat. Rēx (79) creātus bel-
lum Albānis (47) indixit, idque trīgeminōrum, Ho-
ratiōrum et Curiatiōrum, certāmine finīvit. Albā propter
perfidiam Mētii Suffetii diruit. Quum trigintā duobus
annis* regnasset (91), fulmine ictus cum domō suā arsit.

15. Post hunc Ancus Marcius, Numae (37) ex
A. C. filiā nepōs, suscepit imperium. Hic vir aequitāte
640. (57) et religiōne avō (44) similis, Latīnōs bellō
domuit, urbem ampliāvit, et nova ei (50) moenia
circumdedit. Carcerem primus aedificāvit. Ad Tiberis
ostia urbem condidit, Ostiamque vocāvit. Vicesimō
quartō annō (54) imperii morbō (61) obiit.

A. C. 16. Deinde regnum Lūcius Tarquinius Priscus
616. accēpit, Dēmarātī filius, qui tyrannōs patriae Co-
rinthi (95) fugiens in Etrūriam venerat. Ipse Tar-
quinius, quī nōmen ab urbe Tarquiniis (95) accēpit, ali-
quandō Rōmam (29) profectus erat. Advenienti (51)
aquila pileum abstulit, et, postquam altē evolāverat, re-
posuit. Hinc Tanaquil conjux, mulier auguriōrum (34)
perita, regnum (150) ei portendi intellexit.

17. Quum Rōmæ (45) commorārētur, (211) Ancī rēgis
familiaritatem consequūtus est, quī (104) eum filiōrum
(34) suōrum tūtorem reliquit. Sed is (104) pūillis (51)
regnum intercēpit. Senātōribus, quōs Rōmulus creāverat,
centum aliōs (162) addidit, quī minōrum gentium sunt
appellāti. Plūra bella feliciter gessit, nec paucōs agrōs,
hostibus (51) ademtōs, urbis (36) territōriō adjunxit.
Primus triumphans (128) urbem intrāvit. Cloacās fēcit;
Capitōlium inchoāvit. Tricēsimō octāvō imperii annō
(54) per Ancī filiōs, quibus (51) regnum eripuerat, occi-
sus est.

* The ablative case is used to denote the *time within which* an event occurs.

18. Post hunc Servius Tullius suscepit imperium, genitus ex nobili femina, captivâ (95) tamen et famulâ. Quum in domo Tarquinii Prisci educaretur, (211) flamma in ejus capite visa est. Hoc prodigio (61) Tanaquil ei summam dignitatem portendi (149) intellexit, et conjugî (46) persuâsit, ut eum sicuti liberos suos (94) educaret (192). Quum adolevisset, rex ei (48) filiam in matrimonium dedit.

19. Quum Priscus Tarquinius occisus esset, (211) Tanaquil de superiori parte domus populum allocuta est, dicens; *regem grave quidem, sed non letale vulnus accepisse* (227); *eum petere, ut populus, dum convalesceret* (231), *Servio Tullio* (46) *obediret*. Sic Servius regnare (146) coepit, sed bene imperium administravit. Montes tres urbi (50) adjunxit. Primus omnium censum ordinavit. Sub eo Roma habuit capitum (35) octoginta tria millia civium Romanorum cum iis qui in agris erant.

20. Hic rex interfectus est scelere filiae Tulliae (95) et Tarquinii Superbi, filii ejus regis (37) cui A. C. Servius successerat. Nam ab (126) ipso Tarquinio de gradibus Curiae dejectus, quum domum (29) fugeret (210), interfectus est. Tullia in forum properavit et prima conjugem regem (79) salutavit. Quum domum rediret, aurigam (150) super patris corpus, in viâ jacens (128) carpentum agere (149) jussit. 534.

21. Tarquinius Superbus cognomen moribus meruit. Bellus (57) tamen strenuus plures finitimorum populorum (35) vicit. Templum Jovis in Capitolio aedificavit. Postea, dum Ardeam oppugnabat, urbem Etruriae (36), imperium perdidit. Nam quum filius ejus Lucretiae nobilissimae feminae, conjugî Tarquinii Collatini, vim fecisset, haec se (94) ipsam occidit in conspectu mariti, patris et amicorum, postquam eos obtestata fuerat, ut hanc injuriam ulciscerentur (195).

22. Hanc ob causam L. Brutus, Collatinus, alique

A. C. nonnulli in exitium regis (34) conjurarunt, populoque persuaserunt, ut ei (47) portas Urbis clauderet. Exercitus quoque, qui civitatem Ardeam cum rege oppugnabat (17), eum reliquit. Fugit itaque cum uxore et liberis suis (94). Ita Romæ (45) regnatum est (138) per septem reges, annos (43) ducentos quadraginta tres.

23. Hinc consules coepere pro uno rege duo creari, ut, si unus malus esset, (224) alter eum coerceret. Annum illi imperium tributum est, ne (190) per diuturnitatem potestatis insolentiores (84) redderentur. Fuerunt igitur anno (54) primo, expulsis regibus (131) consules L. Junius Brutus, acerrimus (71) libertatis vindex, et Tarquinius Collatinus, maritus Lucretiae. Sed Collatinus (51) paulo post dignitas sublata est. Placuerat enim, ne quis (256) ex Tarquiniorum familia Romæ (45) maneret. Ergo cum omni patrimonio suo ex urbe migravit, et in ejus (102) locum Valerius Publicola consul factus est.

24. Commovit bellum urbi (47) rex Tarquinius. In prima pugna Brutus, consul, et Aruns, Tarquini filius, sese invicem occiderunt. Romani tamen ex ea pugna victores recesserunt. Brutum Romanæ matronæ quasi communem patrem per annum luxerunt. Valerius Publicola Sp. Lucretium, Lucretiae patrem, collegam (79) sibi fecit; qui, quum morbo exstinctus esset (211), Horatium Pulvillum sibi collegam sumsit. Ita primus annus quinque consules habuit.

25. Secundo quoque anno (54) iterum Tarquinius bellum Romanis (50) intulit, Porsenam (133), 508. rege Etruscorum, auxilium ei ferente. In illo bello Horatius Cocles solus pontem ligneum defendit et hostes cohibuit, donec pons a tergo ruptus esset (190). Tum se cum armis in Tiberim conjecit et ad suos transnavit.

26. Dum Porsena urbem obsidebat (17), Qu. Mucius Scaevola, juvenis fortis animi (38), in castra hostis (36) se contulit, eo consilio (133), ut regem occideret (195).

At ibi scribam regis pro ipso rege interfecit. Tum a regis satellitibus (126) comprehensus et ad regem deductus, quum Porsena eum ignibus (132) allatis terreret, dextram arae (50) accensae imposuit, donec flammis consumpta esset (190). Hoc facinus rex miratus juvenem dimisit incolumem. Tum hic, quasi beneficium referens, ait trecentos alios juvenes in eum conjurasse (149). Ille re territus Porsena pacem cum Romanis fecit, Tarquinius autem Tusculum (29) se contulit, ibique privatus cum uxore consenuit.

27. Sexto decimo anno (54) post reges exactos, populus Romae seditionem fecit, questus, quod a. c. tributis (61) et militia a senatu (126) exhauretur 494. (209). Magna pars plebis (35) urbem reliquit et in montem trans Anienem amnem secessit. Tum patres turbati (128) Menenium Agrippam miserunt ad plebem, qui (190) eam senatui conciliaret. Hic iis inter alia fabulam narravit de ventre et membris humani corporis; qua populus commotus est, ut in Urbem rediret. Tum primum Tribuni plebis creati sunt, qui plebem adversum nobilitatis (33) superbiam defenderent (190).

28. Octavo decimo anno post exactos reges, Qu. Marcius, Coriolanus dictus ab urbe Volscorum A. C. A. C. triolis (95), quam bello ceperat, plebi invisus (79) 492. fieri coepit. Quare urbe (59) expulsus ad Volcos, acerrimos (71) Romanorum hostes, contendit, et ab iis dux exercitus factus Romanos saepe vicit. Jam usque ad quintum milliarium Urbis accesserat, nec ullis (264) civium suorum legationibus flecti poterat, ut patriae (46) parceret. Denique Veturia mater et Volturnia uxor (7) Urbe ad eum venerunt; quarum (33) fletu et precibus (61) commotus est, ut exercitum removeret (198). Quo (110) facto a Volscis ut proditor occisus (79) esse dicitur.

29. Romani quum adversum Veientes bellum gererent (211), familia Fabiorum sola hoc bellum suscepit. Profecti sunt trecenti sex nobilissimi homines, duce

(133) Fabiō Consule. Quum saepe hostēs vici-
 A. c. cissent (211), apud Cremeram fluvium castra
 479. posuērunt. Ibi Vējentēs, dolō ūsi, eōs in insidiās
 pellexērunt. In proeliō ibi exortō omnēs periē-
 runt; ūnus superfuit ex tantā familiā, quī propter aetā-
 tem puerilem dūci nōn potuerat ad pugnam. Hic genus
 propagāvit ad Qu. Fabium Maximum, illum, quī Hanni-
 balem prudēti (68) cunctātiōne debilitāvit.

30. Annō trecentēsimo et alterō ab Urbe conditā
 A. c. Decemviri creati sunt, quī (190) civitatī lēgēs scri-
 451. berent (192). Hi primō annō bene egērunt; secun-
 dō autem dominātiōnem exercere coepērunt. Sed
 quum ūnus eōrum (35) Appius Claudius Virginiam, Vir-
 ginii Centuriōnis filiam, corrumpere vellet (234), pater
 eam occidit. Tum ad milites profūgit, eōsque ad seditiō-
 nem commōvit. Sublātā est decemvirīs (51) potestās,
 ipsique omnēs aut morte aut exiliō pūniti sunt.

31. In bellō contrā Vējentānōs Fūrius Camillus
 A. c. urbem Faleriōs (95) obsidebat. In quā (103) obsi-
 395. diōne quum lūdi literārii magister principum filiōs
 ex urbe in castra hostium duxisset, Camillus hōc
 dōnum nōn accēpit, sed scelestum hominem, manibus
 (133) post tergum vinctis, pueris Faleriōs (29) reducen-
 dum (177) trādidit; virgāsque iis dedit, quibus prōdi-
 tōrem in urbem agerent (190).

32. Hāc tantā animi nobilitate commōti Falisci urbem
 Rōmānis trādidērunt. Camillō (47) autem apud Rōmā-
 nōs crimini (81) datum (25) est, quod albis equis tri-
 umphasset (209), et praedam iniquē (21) dīvisisset; dam-
 nātusque ob eam causam et civitatē (59) expulsus
 A. c. est. Paulō post Galli Senonēs ad Urbem venē-
 390. runt, Rōmānōs apud flūmen Alliam vicērunt, et
 Urbem etiam occupārunt. Jam nihil praeter Cap-
 itōlium defendi (146) potuit. Sed jam praesidium famē
 laborābat, et in eō erant, ut pacem ā Gallis aurō (82) em-
 erent (199), quum Camillus cum manū militum superve-
 niens hostēs magnō proeliō superāret.

LIBER SECUNDUS.

1. Annō (54) trecentēsimō nōnāgesimō alterō post Urbem conditam Galli iterum ad Urbem accesserant, et quartō milliariō (63) trans Anienem fluvium consēderant. Contrā eos. missus est T. Quinctius. Ibi Gallus quidam, eximiā corporis magnitudine (64), fortissimum Rōmānōrum (35) ad certāmen singulāre prōvocāvit. T. Manlius, nōbilissimus juvenis, prōvocātiōnem accēpit, Gallum occidit, eumque torque aureō spoliāvit, quō (61) ornātus erat. Hinc et ipse et posterī ejus Torquātī (79) appellāti sunt. Galli fugam capessivērunt.

2. Novō bellō (131) cum Gallis exortō, annō Urbis quadringentēsimō quartō, iterum Gallus prōcessit, rōbore atque armis (57) insignis, et prōvocāvit unum ex Rōmānis, ut secum (98) armis dēcereret. Tum sē M. Valerius, tribūnus militum, obtulit; et, quum prōcessisset armātus, corvus ei (46) suprà dextrum brāchium sēdit. Mox, commissā pugnā, hic corvus alīs (61) et unguibus Galli oculos verberāvit. Ita factum est, ut Gallus facili negōtiō ā Valeriō (126) interficeretur (199), qui hinc Corvinī nōmen accēpit.

3. Postea Rōmāni bellum gesserunt cum Samnitibus, ad quod L. Papirius Cursor cum honōre dictātōris profectus est. Qui, quum negōtiū cūjuscādam causā Rōmam (29) ivisset (211), praecepit Q. Fabio Rullianō, magistrō equitum, quem (104) apud exercitum reliquit, nē pugnam cum hoste committeret (195). Sed ille, occasiōnem nactus, felicissimē (77) dimicāvit et Samnitēs delēvit. Ob hanc rem ā dictātōre capitis* damnātus est. At ille in Urbem confūgit, et ingentī favōre (61) militum et populi liberātus est; in Papirium autem tanta

* Verba denoting "accuse," "condemn," "acquit," take a *genitive* of the *offence* or the *penalty*.

exorta est seditio, ut paene ipse interficeretur (237 3d).

4. Duobus annis post T. Veturius et Spurius Postumius Consules bellum adversum Samnites gerébant.

À Pontius Thelesinus, duce hostium, in insidias inducti sunt.

Nam ad Furculas Caudinas Rōmānōs pellexit.

A. C. angustias, unde sese (235) expedire nōn poterat.

321. Ibi Pontius patrem suum (94) Herennium rogavit, quid faciendum (180) putaret (215). Ille ait, aut omnes occidendos (178) esse, ut Rōmānōrum virēs frangerentur (196), aut omnes dimittendos, ut beneficio obligarentur.

Pontius utrumque consilium improbavit, omnesque sub jugum misit. Samnites denique post bellum undecinquaginta annorum (40) superati sunt.

5. Devictis Samnitibus (131), Tarentinis (50) bellum indictum est, quia legatis (47) Rōmānōrum injūriam fecissent (209). Ili Pyrrhum, Epīri regem (95), contrā Rōmānōs auxilium (30) poposcērunt. Is mox in Italiam vēnit, tumque primum Rōmāni eum transmarinō hoste pugnāvērunt. Missus est contrā eum consul P. Valerius Laevinus. Hic, quum explorātōrēs Pyrrhi cēpisset (211), jussit eos per castra dūci (149), ostendi omnem exercitum, tumque dimitti, ut renuntiarent Pyrrhō (48), quaecunque à Rōmānis (126) agerentur (215).

6. Pugna commissā (131), Pyrrhus auxiliō elephantōrum vicit. Nox proeliō finem dedit. Laevinus tamen per noctem fugit. Pyrrhus Rōmānōs mille octingentōs cēpit, eosque summō honōre (55) tractāvit. Quum eos, qui in proeliō interfecti fuerant, omnēs adversis vulneribus (55) et truci vultu etiam mortuōs (128) jacere vidēret, tulisse ad coelum manus dicitur, cum hāc vōce: *Ego cum talibus viris brevī orbem terrarum subigerem* (254).

7. Postea Pyrrhus Rōmam (29) perrexit; omnia ferro igneque vastavit; Campāniam depopulatus est, atque ad Praeneste vēnit milliario (63) ab Urbe octavo decimo. Mox terrōre exercitūs (34), qui cum consule sequēbatur, in

niam sē recēpit. Lēgātī, ad Pyrrhum dē captivīs
idīs (174) missī, honōrificē ab eō susceptī sunt;
s sine pretiō reddidit. ūnum ex lēgātīs, Fabricium
irātus est, ut eī (46) quartam partem regnī (35)
mitteret (199), si ad sē transiret (230); sed ā Fab-
ntentus est.

uum jam Pyrrhus ingenti Rōmānōrum admiratiōne
ar (211), lēgātum (79) misit Cineam, praestantissi-
rum (97), qui pācem peteret (190), eā conditione
Pyrrhus eam partem Italiae, quam armīs (61) oc-
cat, obtinēret (190). Rōmānī respondērunt, eum
imāns pācem habēre (146) nōn posse (149), nisi ex-
cessisset (230). Cineās quum rediisset (211),
(48), eum interroganti, *quālis ipsī Rōma vīsa*
15); respondit, sē (151) *rēgum patriam vidisse*

alterō proeliō cum rēge Epīri commissō Pyrrhus
tus est, elephantī interfecti, viginti millia hostium
esa sunt. Pyrrhus Tarentum (29) fugit. Inter-
nnō (131), Fabricius contrā eum missus est. Ad
nedicus Pyrrhī nocte (54) vēnit, prōmittens, sē
venenō (61) occidērum (147), si mūnus sibi (233)
(230). Hunc (150) Fabricius vinctum reduci jus-
tominum. Tunc rēx, admirātus illum, dixisse fertur
Ille est Fabricius, qui difficilior (77) ab honestate
sōl ā cursū suō ūverti potest. Paulō post
s, tertiō etiam proeliō fūsus ā Tarentō re-
et quum in Graeciam rediisset (211), apud
Peloponnēsi urbem, interfectus est.

A. C.

272.

Annō (54) quādringentēsimo nōnāgēsimo
rbem conditam, Rōmānōrum exercitūs pri-
n Siciliam trājēcērunt, rēgemque Syracūsā-
ierōnem, Poenōsque, qui multās civitatēs in
lā occupāverant, superāvērunt. Quintō an-
as belli, quod contrā Poenōs gerēbatur, pri-
Rōmānī, C. Duillio et Cn. Cornēlio Asinā
131), in mari (68) dimicāvērunt. Duillius

A. C.

263.

A. C.

260.

Carthaginiensēs vicit, trīgintā nāvēs occupāvit, quātuordecim mersit, septem millia hostium (35) cēpit, tria millia occidit. Nulla victōria Rōmānis grātiōr fuit. Duillio concessum est (138), ut, quum ā coenā redīret (224), pueri funalia gestantes et tibicen eum comitārentur.

11. Paucis annis interjectis (131) bellum in Africa. A. C. cum translātum est. Hamilcar, Carthaginiensium 256. dux, pugnā (61) nāvālī superātur; nam, perditis sexagintā quātuor nāvibus (133), sē recepit; Rōmānī vīginti duās amiserunt. Quum in Africam venissent, Poenos in plūribus proeliis vicerunt, magnam vim hominum cēperunt, septuagintā quātuor civitatēs in fidem acceperunt. Tum victi Carthaginiensēs pacem ā Rōmānis petierunt (91). Quam (110) quum M. Atilius Rēgulus, Rōmānōrum dux, dare (25) nōllet (234) nisi dūrissimis conditionibus (56) Carthaginiensēs auxilium petierunt ā Lacedaemoniis. Hi Xanthippum miserunt, quī Rōmānum exercitum magnō proeliō vicit. Rēgulus ipse captus et in vincula conjectus est.

12. Nōn tamen ubique fortūna Carthaginiensibus (46) fāvit. Quum aliquot proeliis victi essent, Rēgulum rogāverunt ut Rōmam (29) proficisceretur, et pacem captivōrumque permūtatiōnem ā Rōmānis obtineret. Ille quum Rōmam venisset, inductus in senātum, dixit, sē (151) *dēsiisse* (227) *Rōmānum* (79) *esse ex illā diē, quā* (54) *in potestatem Poenōrum venisset* (230). Tum Rōmānis suāsit, nē pacem cum Carthaginiensibus facerent (192): illōs enim, tot cāsibus fractōs, spem nullam nisi in pace habere (149): tanti (249) nōn esse (149), ut tot millia captivōrum (35) propter sē unum et paucōs, quī ex Rōmānis capti essent (230), redderentur. Haec sententia obtinuit. Regressus igitur in Africam crudelissimis suppliciis extinctus est.

13. Tandem C. Lutātiō Catulō, A. Postumiō A. C. Coss. (131), annō bellī Pūnici vicēsimō tertiō, magnum proelium nāvāle commissum est contrā Lilybaeum, prōmontōrium (95) Siciliae. In eō proeliō

septuagintā trēs Carthāginiensium nāvēs captae, centum viginti quinque dēmersae, trīgintā duo millia hostium (35) capta, tredecim millia occisa sunt. Statim Carthāginiensēs pācem petiērunt (91), eisq̄e pāx tribūta est. Captivī Rōmānōrum (35), quī tenēbantur ā Carthāginiensibus (126), redditi sunt. Poeni Siciliā (59), Sardinia et cēteris insulis, quae inter Italiam Africamque jacent, dēcessērunt, omnēmque Hispāniam, quae citrā Ibērum est, Rōmānis (46) permiserunt.

LIBER TERTIUS.

1. Annō quingentēsimō duodētrīcēsīmō, ingentēs Gallōrum cōpiae Alpēs transiērunt. Sed prō Rō- A. c.
mānis tōta Italia consensit: trāditumque est, octin- 225.
genta millia hominum ad id bellum parāta (135)
fuisse. Rēs prosperē gesta est apud Clūsium: quadrā-
gintā millia hominum interfecta sunt. Aliquot annis (54)
post pugnātum est (139) contrā Gallōs in agrō Insubrum,
finitumque est bellum M. Claudiō Marcellō, Cn. Cornēliō
Scipiōne Consulibus (131). Tum Marcellus rēgem Gallō-
rum, Viridomārum, manū (61) suā occidit, et triumphans
(128) spolia Galli, stipiti (50) imposita, humeris suis (94)
vexit.

2. Paulō post Pūnicum bellum renovātum est per Han-
nibalem, Carthāginiensium ducem, quem pater Hamilcar,
novem annōs (43) nātum, āris (50) admōverat, ut odium
perenne in Rōmānōs jūrāret (190). Hic annum agens
vicēsimum aetātis, Saguntum, Hispāniae civitātem, Rō-
mānis (46) amicam, oppugnāre (146) aggressus est
(136). Huc (48) Rōmāni per lēgātōs dēnuntiāvērunt, ut bellō abstinēret (195). Qui (110) quum A. c.
lēgātōs admittēre nōllet (234), Rōmāni Carthāgi- 218.
nem (29) misērunt, ut mandārētur (139) Hannibali, nō
bellum contrā sociōs populi Rōmāni gereret (190). Dūra
responsa ā Carthāginiensibus reddita. Saguntinis intēreā
famē victis (133), Rōmāni Carthāginiensibus (47) bellum
indixerunt.

3. Hannibal, fratre Hasdrubale in Hispāniā relicto (133), Pyrænæum et Alpēs transiit. Traditur in Italian octogintā millia peditum (35), et viginti millia equitum, septem et trigintā elephantōs adduxisse (146). Intereī multi Ligurēs et Galli Hannibali (50) sē conjunxerunt. Primus ei occurrit P. Cornēlius Scipio, qui, proeliō ad Ticinum commissō, superātus est, et, vulnere acceptō (133), in castra rediit. Tum Semprōnius Gracchus confligit ad Trebiam amnem. Is quoque vincitur (137). Multi populi sē Hannibali dēdiderunt. Inde in Tusciam prōgressus (213) Flāminium Cos. ad Trasimēnum lacum superat (137). Ipse Flāminius interemtus, Rōmānōrum viginti quinque millia caesa sunt.

4. Quingentēsimo et tricēsimo septimō annō post
A. C. Urbem conditam L. Æmilius Paullus et P. Terentius Varro contrā Hannibalem mittuntur (137). Quamquam intellectum erat, Hannibalem nōn aliter vinci posse (145), quam morā, Varro tamen, morae (34) impatiens, apud vicum, qui Cannae appellatur, in Apuli pugnāvit; ambō consulēs victi, Paullus interemtus est. In eā pugnā consularēs aut praetōrii viginti, seniores trigintā capti aut occisi; militum (35) quadrāginti milia; equitum tria millia et quingenti perierunt. In his tantis malis (97) nēmo tamen pacis mentiōnem facere dignātus est (136). Servi, quod numquam ante factum (135), mandāmissi et milites (79) facti sunt.

5. Post eam pugnam multae Italiae civitatēs, quae Rōmānis (46) pāruerant, sē ad Hannibalem transtulērunt. Hannibal Rōmānis obtulit ut captivōs redimerent (195); responsumque est (139) ā Senātū, eōs civēs (150) nōn esse necessariōs, qui armāti capī potuissent (231). Hōs omnēs ille postea variis suppliciis interfecit, et trēs modiōs aureorum annulōrum Carthāginem (29) misit, quōs manibus (59) equitum Rōmānōrum, senātōrum, et militum detraxerat. Intereā in Hispāniā frater Hannibalis, Hasdrubal, qui ibi remanserat cum magnō exercitū, ā duobus Scipiōnibus vincitur (137), perditque in pugnā trigintā quinque millia hominum.

6. Annō quartō postquam (114) Hannibal in Italiam vēnerat, M. Claudius Marcellus Cos. apud Nōlam, civitatem Campāniae, contrā Hannibalem bene pugnāvit. Illō tempore Philippus, Dēmētrii filius, rēx Macedoniae, ad Hannibalem lēgātōs mittit, etque auxilia contrā Rōmānōs pollicētur (137). Qui (110) lēgātī quum ā Rōmānis capti essent, M. Valerius Laevīnus cum nāvibus missus est, qui rēgem impedīret (190), quōminus cōpiās in Italiam trājiceret (203). idem in Macedoniam penetrans rēgem Philippum vicit.

7. In Siciliā quoque rēs prosperē gesta est. Marcellus magnam hūjus insulae partem cēpit, quam Poenī occupāverant; Syracūsās, nōbilissimam urbem, expugnāvit, et ingentem inde praedam Rōmam (29) mīsit. Laevīnus in Macedoniā cum Philippō et multis Graeciae populis amicitiam fecit; et in Siciliam profectus (213), Hannōnem, Poenōrum (34) ducem, apud Agrigentum cēpit; quadrāgintā civitatēs in deditiōnem accēpit, viginti sex expugnāvit. Ita omni Siciliā receptā (133), cum ingenti glōriā Rōmam regressus est (136).

8. Intereā in Hispāniam, ubi duo Scipiōnēs ab Hasdrubale (126) interfecti erant, missus est P. Cornēlius Scipio, vir Rōmānōrum (35) omnium ferē primus. Illic puer duodēviginti annōrum (38) in pugnā ad Ticinum patrem singulārī virtūte (55) servāvit. Deinde post clādem Cannensem multōs nōbilissimōrum juvenum (41), Italiam dēserere cupientium (128), auctōritāte (61) suā ab hōc consiliō dēterruit. Viginti quātuor annōrum (38) juvenis in Hispāniam missus, diē, quō vēnit, Carthāginem Novam cēpit, in quā omne aurum et argentum et belli apparātum Poenī habēbant, nōbilissimōs quoque obsidēs, quōs ab Hispāniis accēperant. Hōs obsidēs parentibus suis (235) reddidit. Quārē omnēs ferē Hispāniae civitatēs ad eum unō animō (55) transiērunt.

9. Ab eō inde tempore rēs Rōmānōrum in diēs laetiōrēs factae sunt. Hasdrubal ā frātre ex Hispāniā in Italiam evōcātus, apud Sūnam, Picēni civitatem, in insid-

ias incidit, et strēnuē pugnans occisus est. Plūrimae autem civitatēs, quae in Brutiis ab Hannibale tenēbantur, Rōmānis sē tradidērunt.

10. Annō decimō quartō postquam in Italiam
 A. C. Hannibal vēnerat, Scipio consul creātus et in Afri-
 205. cum missus est. Ibi contrā Hannōnem, ducem Carthāginiensium, prosperē pugnāt (137) tōtumque ejus exercitum dēlet. Secundō proeliō undecim millia hominum occidit, et castra cēpit cum quātuor millibus et quingentis militibus. Syphācem, Numidiaē rēgem, qui sē (94) cum Poenis conjunxerat, cēpit, eumque cum nobilissimis Numidis et infinitis spoliis Rōmam (29) misit. Quā (110) rē auditi, omnis ferē Italia Hannibalem
 A. C. dēserit. Ipse ā Carthāginiensibus in Africam re-
 203. dīre jubētur. Ita annō (54) decimō sextō Italia ab Hannibale liberāta est.

11. Post plūrēs pugnās et pācem plūs* semel
 A. C. frustrā tentātam, pugna ad Zamam committitur,
 202. in quā peritissimi ducēs cōpias suās ad bellum edūcebant. Scipio victor recēdit (137); Hannibal cum paucis equitibus evādit. Post hōc proelium pāx cum Carthāginiensibus facta est. Scipio, quum Rōmam rediisset (214), ingentī glōriā (55) triumphāvit, atque Africanus appellātus est. Sic finem accēpit secundum Pūnicum bellum post annum duodēvicēsimum quam coeperat.†

LIBER QUARTUS.

1. Finītō Pūnicō bellō (131), sequūtum est Macedonicum contrā Philippum rēgem. Superātus est
 A. C. rex ā T. Quinctiō Flāminiō apud Cynoscephalās,
 197. pāxque ei data est his lēgibus (133); *nē Graeciae civitatibus, quās Rōmāni contrā eum dēfenderant* (240),

* After the comparative adverbs, *plūs*, "more," *amplius*, "more," *minus*, "less," the word *quam*, "than," may be either inserted or omitted.

† i. e., annō duodēvicēsimō postquam coeperat.

bellum inferret (236); *ut captivōs, et transfugās redderet; quinquāgintā solum nāves haberet; reliquās Rōmānis daret* (25); *mille talenta praestaret, et obsidem daret filiū Dēmētrium*. T. Quinctius etiam Lacedaemoniis intulit bellum, et ducem eōrum Nabin vicit.

2. Finitō bellō Macedonicō sequūtum est bellum Syriacum contrā Antiochum rēgem, cum quō (98) A. C. Hannibal sē junxerat. Missus est contrā eum L. 191. Cornēlius Scipio Cos., cui frāter ejus Scipio Africanus lēgātus (79) est additus. Hannibal nāvālī proeliō victus, Antiochus autem ad Magnēsiam, Asiae civitatem, ā Cornēliō Scipiōne Cos. ingenti proeliō fusus est. Tum rēx Antiochus pācem petit (137). Data est ei hāc lēge (133), *ut ex Eurōpā et Asiā recēderet, atque intrā Taurum sē continēret, decem millia talentōrum* (35) *et viginti obsides praebēret, Hannibalem, concitōrem belli dēderet*. Scipio Rōmam (29)rediit et ingenti glōriā (55) triumphāvit. Nōmen et ipse ad imitātiōnem frātis (34) Asiaticū accēpit.

3. Philippō, rēge Macedoniae, mortuō, filius ejus Perseus rebellāvit, ingentibus cōpiis parātis (133). Dux Rōmānōrum, P. Licinius Consul, contrā eum missus, gravi proeliō ā rēge victus est. Rēx tamen pācem petēbat. Cui (110) Rōmāni eam praestāre nōluerunt, nisi his conditionibus (133), ut sē et suōs (235) Rōmānis dēderet (195). Mox Æmilius Paullus Cos. rēgem ad Pydnā superāvit, et viginti millia peditum ejus (36) occidit. Equitātus cum rēge fūgit. Urbēs Macedoniae omnes, quās rēx tenuerat, Rōmānis sē dēdiderunt. 168. Ipse Perseus ab amicis dēsertus in Paulli potestatem vēnit. Hic, multis etiam aliis rēbus gestis, cum ingenti pompā Rōmamrediit in nāve Persel, inūsitatāe magnitūdinis (38); nam sēdecim rēmōrum ordinēs habuisse dicitur. Triumphāvit magnificentissimē (73) in currū aureō, duōbus filiis (133) utrōque latere (63) adstantibus. Ante currum inter captivōs duo rēgis filii et ipse Perseus ducti sunt.

4. Tertium deinde bellum contrā Carthāginem suscep-

tum est, sexcentēsimō quartō annō ab urbe conditā,
 A. C. annō quinquēgēsīmō alterō, postquam secundum
 149. bellum Pūnicum transactum erat. L. Manlius
 Censorinus et M. Manlius Coss. in Africam trājē-
 cērunt et oppugnāvērunt Carthāginem. Multa ibi prae-
 clārē gesta sunt per Scipiōnem, Scipiōnis Africāni nepō-
 tem, quī tribūnus in Africā militābat. Hūjus apud omnēs
 ingens metus et reverentia erat, neque quidquam (263)
 magis Carthāginiensium ducēs vitābant, quam contrā eum
 proelium committere (145).

5. Quum jam magnum esset Scipionis nōmen, tertio
 annō postquam Rōmānī in Africam trājēcerant, Consul
 est creatus et contrā Carthāginem missus. Is hanc
 A. C. urbem, ā civibus ācerrimē (71) dēfensam, cēpit ac
 146. diruit. Ingens ibi praeda facta plūrimaque inventa
 sunt, quae multārum civitātum excidiis (61) Car-
 thāgo collēgerat. Haec omnia Scipio civitātibus Italiae,
 Siciliae, Africae reddidit, quae sua (235) recognoscēbant.
 Ita Carthāgo, septingentēsimō annō postquam condita
 erat, delēta est. Scipio nōmen Africāni jūniōris accepit.

6. Interim in Macedoniā quīdam Pseudophilippus arma
 mōvit, et P. Juvenium, Rōmānōrum ducem, ad interne-
 cionem vicit. Post eum Q. Caecilius Metellus dux ā Rō-
 mānis contrā Pseudophilippum missus est, et, viginti
 quinque millibus ex militibus ejus (36) occisis (133),
 Macedoniam recēpit: ipsum etiam Pseudophilippum in
 potestātem suam redēgit. Corinthiis quoque bellum in-
 dictum est, nōbilissimae Graeciae civitātis (95), prop-
 ter injūriam Rōmānis lēgātis (50) illātam. Hanc
 A. C. Mummius consul cēpit ac diruit. Trēs igitur Rō-
 146. mae (45) simul celeberrimi triūphī fuērunt; Scip-
 iōnis ex Africā, ante cūjus currum ductus est Andriscus,
 qui et Pseudophilippus dicitur; Mummi ex Corinthō,
 ante quem signa aenea et pictae tabulae et alia urbis clā-
 rissimae ornāmenta praelāta sunt.

7. Annō sexcentēsimō sextō post Urbem condi-
 A. C. tam Viriāthus in Lūsitāniā bellum contrā Rōmānōs
 147. excitāvit. Pastor primō fuit, mox latrōnum dux;

postrēmō tantōs ad bellum populōs concitāvit, ut vindex libertātis (34) Hispāniae existimārētur (199). Dēnique ā suis (97) interfectus est. Quum interfectōrēs ejus praemium ā Caepione Cos. peterent, responsum est (139), nunquam Rōmānis (46) placuisse, imperātorem ā militibus suis (235) interficī (149).

8. Deinde bellum exortum est cum Numantinis, civitate (95) Hispāniae. Victus ab his Qu. Pompējus, et post eum C. Hostilius Mancinus Cos., quī pacem cum eis fecit infamem, quam (150) populus et senātus jussit infringi, atque ipsum Mancinum hostibus trādī. Tum P. Scipio Africānus in Hispāniam missus est. Is primum militem ignāvum et corruptum correxī; tum multās Hispāniae civitatēs partim bellō cepit, partim in deditiōnem accēpit. Postrēmō ipsam Numantiam famē ad deditiōnem coēgit, urbemque ēvertit; reliquam provinciam in fidem accēpit. A. C. 133.

9. P. Scipione Nāsicā et L. Calpurnio Bestiā Coss. (131) Jugurthae, Numidārum rēgi, bellum illātum est, quod Adherbalem et Hiempsalem, Micipsae filiōs, patrulēs suōs, interēmisset (209). Missus adversus eum Cos. Calpurnius Bestia, corruptus rēgis pecūniā, pacem cum eō flagitiōsissimam fecit, quae ā senātū improbāta est. Dēnique Qu. Caecilius Metellus Cos. Jugurtham variis proeliis vicit, elephantōs ejus occidit vel cepit, multās civitatēs ipsius in deditiōnem accēpit. Ei (50) successit C. Marius, quī bellō (48) terminum posuit, ipsumque Jugurtham cepit. Ante currum triumphantis (128) Marii Jugurtha cum duōbus filiis ductus est vinctus, et A. C. 106. mox jussū consulis in carcere strangulātus.

LIBER QUINTUS.

1. Dum bellum in Numidiā contrā Jugurtham geritur, Cimbri et Teutoni aliaeque Germānōrum et Gallōrum gentēs Italiae minābantur, atque Rōmānōrum exercitūs iudērunt. Ingens fuit Rōmae (45) timor, nē iterum Galli Ur-

2. Annō Urbis sexcentēsīmō octōgēsīmō novum
 A. C. in Italiā bellum commōtum est. Septuāgintā enim
 73. quātuor gladiatōrēs, ducibus (133) Spartacō, Crixō
 et (Enomaō ē lūdō gladiatōriō, quī Capuāe (45)
 erat, effūgerunt, et per Italiā vagantēs paene nōn levius
 bellum, quam Hannibal, mōvērunt. Nam contraxērunt
 exercitum ferē sexāgintā millium (38) armātōrum (35),
 multōsque ducēs et duōs Rōmānōs consules vicērunt.
 Ipsī victi sunt in Apūliā ā M. Liciniō Crassō (126) Prō-
 consule, et, post multās calamitatēs Italiāe, tertiō annō
 (54) huic bellō finis est impositus. "

3. Interim L. Lūcullus, bellum Mithridāticum perse-
 quūtus, regnum Mithridātis invāsīt, ipsumque rēgem apud
 Cabira civitatē quō ingentēs cōpiās ex omnī regnō ad-
 duxerat Mithridātēs, ingenti proeliō superātum fugāvit, et
 castra ejus diripuit. Armenia quoque minor, quam tenē-
 bat, eidem (51) crepta est. Susceptus est Mithridātēs ā
 Tigrāne, Armeniac rēge, quī tum ingenti glōriā (55) im-
 perābat; sed hūjus quoque regnum Lūcullus est ingressus
 (136). Tigrānocerta, nōbilissimā Armeniac civitatē,
 cepit; ipsum rēgem, cum magnō exercitū venientem, ita
 vicit, ut rōbur militum Armeniōrum dēleret (199). Sed
 quum Lūcullus finem bellō impōnere parāret (211), suc-
 cessor ei missus est.

4. Per illa tempora pirātae omnia maria infestābant ita,
 ut Rōmānis, tōtō orbe (63) terrārum victōribus, sōla nāvi-
 gatio tūta nōn esset (199). Quārē id bellum Cn. Pompē-
 jō dēcrētum est, quod intrā paucōs mēnsēs incrēdi-
 A. C. bili fēlicitātē (55) et celeritātē confēcīt. Mox ei
 66. dēlātum bellum contrā rēgem Mithridātem et Tig-
 rānem. Quō (110) susceptō, Mithridātem in Ar-
 meniā minōre nocturnō proeliō vicit, castra diripuit, et
 quadrāgintā millibus ejus (36) occisis, viginti tantum dē
 exercitū suō perdidit et duōs centuriōnēs. Mithridātēs
 fugit cum uxōre et duōbus comitibus, neque multō post,
 Pharnacis filiū suū sēditionē coactus, venēnum hausit.
 Hunc vitae (33) finem habuit Mithridātēs, vir ingentis in-

dustriæ atque consiliū (38). Regnāvit annis* sexāgintā, vixit septuāgintā duobus: contrā Rōmānōs bellum habuit annis quadrāgintā.

5. Tigrāni deinde Pompējus bellum intulit. Ille sē et dēdidit, et in castra Pompējī vēnit, ac diadēma suum in ejus manibus collocāvit, quod eī Pompējus reposuit. Parte (61) regni eum multāvit et grandī pecūniā. Tum aliōs etiā regēs et pōpulōs superāvit. Armeniam minōrem Dēiotarō (48), Galatiæ regī, dōnāvit, quia auxilium contrā Mithridātem tulerat. Seleuciam, vicinam Antiochiæ civitātem, libertāte (61) dōnāvit, quod rēgem Tigrānem nōn recēpisset (209). Inde in Jūdæam transgressus (213), Hierosolymān, caput gentis, tertio mense (54) cēpit, duodecim millibus (133) Jūdæōrum occisis, ceteris in fidem receptis. His gestis finem antiquissimō bellō imposuit. Ante triumphantis currum ducti sunt filii Mithridātis, filius Tigrānis, et Aristobūlus, rēx Jūdæōrum. Praelāta ingens pecūnia, auri atque argenti (35) infinitum. Hōc tempore nullum per orbem terrarū grave bellum erat.

6. M. Tullio Cicerōne orātore (95) et C. Antōnio Coss. annō ab Urbe conditā sexcentēsimō nō- A. C. nāgēsimo L. Sergius Catilina, nōbilissimī generis 63. (38) vir, sed ingenuī prāvissimī, ad delendam (176) patriam conjurāvit cum quibusdam (261), clārīs quidem, sed audācibus viris. A Cicerōne urbe (59) expulsus est, socii ejus dēprehensi et in carcere strangulātī sunt. Ab Antōniō, alterō consule, Catilina ipse proelio victus est et interfectus.

7. Annō urbis conditæ sexcentēsimō nōnagēsimo quartō C. Jūlius Caesar cum L. Bibulō consul A. C. est factus. Quum ei Gallia dēcreta esset, semper 59. vincendō (173) usque ad Oceanum Britannicum processit. Domuit autem annis novem ferē omnem Galliam, quæ inter Alpēs, flūmen Rhodanum, Rhēnum et Oceanum est. Britannis mox bellum intulit, quibus ante eum nō

* See note on page 212.

nōmen quidem Rōmānōrum cognitum erat; Germānōs quoque trans Rhēnum aggressus (136), ingentibus proelis vicit.

8. Circā eadem tempora M. Licinius Crassus contrā Parthōs missus est. Et quum circā Carrās contrā ōmina et auspicia proelium commisisset, ā Surēnā, Orōdis A. C. rēgis duce, victus et interfectus est cum filio, clāris-
53. simō et praestantissimō juvene. Reliquiae exercitūs per C. Cassium quaestōrem servātae sunt.

9. Hinc jam bellum cīvile successit, quō (61)
A. C. Rōmāni nōminis fortūna mūtata est. Caesar enim,
49. victor ē Galliā rediens, absens coepit poscere alterum consulātum; quem (110) quum aliqui (262) sine dubitātiōe dēferrent, contrādictum est (139) ā Pompējō et aliis, jussusque est, dīmissis exercitibus, in Urbem redire. Propter hanc injūriam ab Ariminō, ubi milītes congregātōs habebat, infestō exercitū (55) Rōmān (29) contendit. Consulēs cum Pompējō, senātusque omnis atque ūniversa nōbilitās ex urbe fugit et in Graeciam transiit; et, dum senātus bellum contrā Caesarem parābat, hic, vacuum urbem ingressus, dictātōrem sē fecit.

10. Inde Hispaniās petit (137), ibique Pompēji legiōnēs superāvit; tum in Graeciā adversum Pompējum ipsum dimicāvit. Primō proeliō victus est et fugātus; evāsit tamen, quia nocte interveniente Pompējus sequi nōluit; dixitque Caesar, nec Pompējum (150) scīre vincere (146), et illō tantum diē (54) sē potuisse (247) superārī.
A. C. Deinde in Thessaliā apud Pharsālū ingentibus
48. utrimque cōpīs commissis dimicāverunt. Nunquam adhūc Rōmānae cōpiae mājōrēs, neque melioribus ducibus (133) convēnerant. Pugnātum est (138) ingenti contentiōne (55) victusque ad postrēmum Pompējus et castra ejus direpta sunt. Ipse fugātus Alexandriā petit, ut ā rēge Aegypti, cui tūtōr ā senātū datus fuerat, acciperet (196) auxilia. At hic fortūnam magis, quam amicitiam (82), secūtus, occidit Pompējum, caput ejus et annulum Caesari misit. Quō (110) conspectō, Caesar

lacrymās fūdisse dicitur, tantī viri intuens caput, et generi quondam suū.

11. Quum ad Alexandriam venisset (214) Caesar, Ptolemaeus ei insidiās parare voluit, quā de causā regi bellum illatum est. Rex victus in Nilō periit, inventumque est corpus ejus cum lorica aureā. Caesar, Alexandria (61) potitus, regnum Cleopatrae dedit. Tum inde profectus Pompejanarum partium reliquias est persequutus, bellisque civilibus toto terrarum orbe (63) compositis (131), Romam rediit. Ubi quum insolentius (84) agere coepisset, conjuratum est (139) in eum a sexaginta vel amplius senatoribus equitibusque Romanis. Praecipui fuerunt inter conjuratos Bruti duo, ex genere illius Bruti, qui, regibus expulsis (131), primus Romae (45) consul fuerat, C. Cassius et Servilius Casca. Ergo Caesar, quum in curiam venisset, viginti tribus vulneribus A. C. confossus est. 44.

12. Interfecto Caesare, anno Urbis septingentesimo nono, bella civilia reparata sunt. Senatus favebat Caesaris percussoribus, Antonius Cos. a Caesaris partibus stabat. Ergo turbata republica (133), Antonius, multis sceleribus commissis, a senatu hostis iudicatus est. Fusus fugatusque Antonius, amisso exercitu, confugit ad Lepidum, qui Caesari (46) magister equitum fuerat, et tum grandis copias militum habebat; a quo susceptus est. Mox Octavianus cum Antonio pacem fecit, et quasi vindicaturus (143) patris sui mortem, a quo per testamentum fuerat adoptatus, Romam cum exercitu profectus extorsit, ut (199) sibi juveni viginti annorum (38) consulatus daretur (25). Tum junctus cum Antonio et Lepido rempublicam armis tenere coepit, senatumque proscripsit. Per hos etiam Cicero orator (95) occisus est multique alii nobiles.

13. Interea Brutus et Cassius, interfectores Caesaris, ingens bellum moverunt. Profecti contra eos Caesar Octavianus, qui postea Augustus est appellatus, et M. Antonius, apud Philippas, Macedoniae urbem (95), contra eos

pugnāverunt. Primō procliō victi sunt Antōnius
 A. C. et Caesar; periit tamen dux nōbilitātis Cassius;
 42. secundō Brūtum et infinitam nōbilitātem, quae
 cum illis bellum suscepērat, victam interfecerunt.
 Tum victōrēs rempublicam ita inter sē divisērunt, ut Oc-
 tāviānus Caesar Hispaniās, Galliās, Italiani tenēret; An-
 tōnius Orientem, Lepidus Africam acciperet.

14. Paulō post Antōnius, repudiātā sorōre (133) Caesa-
 ris Octāviāni, Cleopatram, rēginam Aegypti, uxōrem duxit.
 Ab hāc incitātus ingens bellum commōvit, dum Cleopatra
 cupiditāte muliebri optat Rōmae (49) regnāre. Victus est
 ab Augustō nāvālī pugnā clārā et illustri apud Ae-
 tium, quī locus in Epirō est. Hinc fugit in Aegy-
 31. ptum, et dēspērātis rēbus, quum omnes ad Augus-
 tum transirent, sē ipse interēmit. Cleopatra quo-
 que apsidem sibi (50) admisit, et venēnō ejus exstincta
 est. Ita bellis tōtō orbe (63) confectis (133) Octāviānus
 Augustus Rōmam (29) rediit annō (54) duodecimō quam
 consul fuerat. Ex eō inde tempore rempublicam per
 quadrāgintā et quātuor annōs sōlus obrexit. Ante enim
 duodecim annis cum Antōniō et Lepidō tenuerat. Ita ab
 initio principātus ejus usque ad finem quinquāgintā sex
 anni fuere.

VOCABULARY.

ENGLISH-LATIN.

(leave behind) relinqui-, 2.	advise, mone-, 2. monu-, 3. moni-
-, 3. relicto-. (desert) desti-	to-. suade-, (dat.) 2. suās-, 3. suā-
—“— 3. destitūto-	so-
ingenio-, n. indoli-, f. nom.	Aeduan, Aeduo-
les.	affair, res-
oles-, 2. potu-	“ (business), negotio-, n.
ti-, f. nom. s. sēdes.	afflict afflic(i)-, 2. afflic-, 3. affecto-
rciter.	affirm, confirma-, 2. confirmāv-, 3.
per-, (acc. or abl).	confirmāto-
proprio-, n.	afford, praebe-, 2. praebu-, 3. prae-
h, perlic(i)-, 2. perfēc-, 3.	bitu-
o-	African, Afro-
it-of, propter, (acc.).	after, post, (acc.).
scusa-, 2. accūsāv-, 3. ac-	afterwards, postea.
med, sole- (semi-dep.), 3.	again, rursus.
consuesco-, 2. consuev-, 3.	against, contra, (acc.) in, (acc.)
to-	age, aetāt-
ans, (acc.).	“ (a period) saeculo-, n.
cto-, u.	Agedicum, Agēdico-, n.
ivo-	agree, consenti-, 2. consens-, 3.
dimira-, 3. admirāto-	consenso-
dimitt-, 2. adimis-, 3. ad-	agriculture, agricultūra-
na-, 2. ornāv-, 3. ornāto-	aid, auxilio-, n.
ally, exorna-, 2. exornāv-,	alarm, permovere-, 2. permōv-, 3.
nāto-	permōto-. perturba-, 2. pertur-
proceed-, 2. process-, 3.	bāv-, 3. perturbāto-
o-. perg-, 2. perrex-, 3.	alarmed, perterrito-
o-. progred(i)-, 3. progres-	be alive, viv-, 2. vix-, 3. victo-
s, utilitāt-	all, omni-
zverso-	alliance, societat-
re- adversa-, pl.	allow, pat(i)-, 3. passo-
nsilio-, n.	be allowed, (impers.) lice-, 2. licu-,
	3. licito-
	allure, allic(i)-, 2. allex-, 3. allecto-
	ally, socio-

- alone, *solo*, for declens. see § 162.
 already, *jam*.
 also, *etiam*.
 always, *semper*.
 ambassador, *legato*.
 among, *opud*, *inter* (acc.).
 ample, *amplu*.
 ancient, *antiquo*, *pristino*.
 anger, *ira*.
 be angry, *irasc*, 3. *irāto*.
 animal, *animā(i)*, n.
 Antigonus, *Antigono*.
 anxious, *ancio*.
 any, *ul*, for declens. see § 162.
 appear, *vide*, 3. *viso*.
 appearance, *speciē*.
 appease, *plāca*, 2. *plācāv*, 3. *plācāto*.
 apple, *pomo*, n.
 approach, *adventu*.
 approach, *appropinqua*, (dat.) 2. *appropinquāv*, 3. *appropinquāto*. *adi*, 2. *adiv*, 3. *adito*.
 approve, *comproba*, 2. *comprobāv*, 3. *comprobatō*.
 archer, *sagittario*.
 Ariovistus, *Ariovisto*.
 arise, *surg*, 2. *surrex*, 3. *surrecto*.
or(i), 3. *orto*.
 arm (of the body), *brachio*, n.
 arms (of war), *armo*, n. pl.
 army, *exercitu*.
 " (in array), *aciē*.
 around, *circum* (acc.).
 arrival, *adventu*.
 arrogance, *arrogantia*.
 art, *art(i)*, f.
 as, *ut*.
 ascend, *escend*, 2. — " — 3. *escenso*.
 ascertain, *cognosc*, 2. *cognōv*, 3. *cognito*.
 be ashamed, (impers.) *pude*, 2. *pudū*, 3. *pudito*.
 ashes, *ciner*, m. nom. s. *cinis*.
 Asia, *Asia*.
 ask (for a thing) *pet*, 2. *petīv*, 3. *petito*.
 ask (a question) *roga*, 2. *rogāv*, 3. *rogāto*.
 assembly, *conventu*.
 assert, *affirma*, 2. *affirmāv*, 3. *affirmāto*.
 assign, *attribu*, 2. — " — 3. *attribūto*.
 assist, *iura*, 2. *jūv*, 3. *jūto*.
 assistance, *subsidiu*, n.
 assure, *duce*, 2. *docu*, 3. *docto*.
 astonish, *stupefac(i)*, 2. *stupefēc*, 3. *stupefacto*.
 astrologer, *mathematico*, m.
 Athens, *Athēna*, pl.
 at length, *tandem*.
 at once (together), *simul*.
 " (instantly), *statim*.
 Atticus, *Attico*.
 attack, *invād*, 2. *invās*, 3. *invāso*.
 attack, *impetu*.
 attempt, *cōnatu*.
 attend-to, *stude* (dat.), 2. *studū*.
 attendant, *comet*, c.
 attention, *opera*.
 augment, *auge*, 2. *aux*, 3. *aucto*.
 auspice, *auspicio*, n.
 authority, *imperio*, n.
 auxiliaries, *auxilio*, n. pl.
 avaricious, *avāro*.
 avenge, *ulcisc*, 3. *ulto*.
 averse, *averso*.
 aver, *āvert*, 2. — " — 3. *āverso*.
 avoid, *vita*, 2. *vitāv*, 3. *vitāto*.
 Bacenis, *Bacēni*.
 back, *tergo*, n.
 bad, *malo*.
 baggage, *impedimento*, pl.
 Balbus, *Balbo*.
 band, *manu*, f.
 barbarian, *barbaro*.
 bark, *carlec*, c.
 bark, *latra*, 2. *latrāv*, 3. *latrāto*.
 barking, (noun) *latrātu*.
 barren, *sterili*.

- rpi.*
surpiter.
s. turpitudon.
proctio. n.
er-, 2. *pertul*, 3. *perlato*.
, 3. passo.
nadruped. c.
burden, jumento.
uquer, *pell*, 2. *pepul*, 3.
, 1. pulcro.
lly, *pulcrē.*
, quia.
, f.
prep.) ante, (acc.).
subjunc.) antequam, prius.
, 2. petiv, 3. *petito*.
mentico.
icip(i), 2. *incōp*, 3. *incep*-
no 1st stem) 2. *coep*, 3.
ō-.
ig, initiv, n.
aspic(i), 2. *aspe*x-, 3. *as*-
- conspic(i), 2. *conspex*-,
inspecto.
Belya, pl.
cred-, 2. *crēdid*, 3. *crēdito*.
pertine-, 2. *pertinu*-.
praeter (acc.).
oppugna-, 2. *oppugnāv*-, 3.
gnāto-.
timo-.
prōd-, 2. *prōdid*, 3. *prōdi*-
melior-.
n, inter (acc.).
, ultra (acc.).
e-, 2. *juss*, 3. *jusso*-.
nci-, 2. *vinx*-, 3. *vincto*-.
rt, f.
orde-, 2. *momord*, 3. *mor*-
vigro-.
reprehend-, 2. —“—, 3. *re*-
misso-.
ueco-.
- block-up, obstru*-, 2. *obstrux*-, 3. *ob*-
structo-.
blood, sanguin-, m. nom. s. *sas*-
guis.
bour, appro-.
boast, glōria-, 3. *gloriato*-.
body, corpus-.
bold, audac(i)-.
boldly, audacter-.
boldness, audācia-.
book, libro-, m.
booty, praeda-.
be born, nasc-. 3. *nāto*-.
bottom (lowest part), imo-, n.
bough, rāmo-, m.
boundless, infinitō-.
bountifully, largiter-.
bow, arcu-.
boy, puero-.
brain, cerebro-, n.
brave, forti-.
bravely, fortiter-.
bread, panis-, m.
breadth, latitūdō-.
break, fra(n)g-, 2. *frēg*-, 3. *fracto*-.
break-apart, disjic(i)-, 2. *disjō*-, 3.
disjecto-.
break-through, perfring-, 2. *per*-
frēg-, 3. *perfracto*-.
breathe again, respira-, 2. *respirāv*-,
3. respirāto-.
bridge, pont(i)-, m.
brigand, praedō-.
brightness, splendor-.
bring-to, offer-, 2. *attul*-, 3. *allāto*-.
Briton, Britāno-.
broad, lato-.
brother, fratr-.
Brutus, Brūto-.
build, aedilica-, 2. *aedificāv*-, 3.
aedificāto-.
building, aedificio-, n.
burden, onus-.
burn, (set on fire) incend-, 2. —“—
3. incenso-.
burn, (be hot) arde-, 2. *ars*-, 3. *ar*-
so-.

- burst-in**, irump-, 2. irrūp-, 3. irrupto-.
- burst-out**, erump-, 2. ērūp-, 3. ērupto-.
- burst-through**, perrump-, 2. perrup-, 3. perrupto-.
- bury**, sepeli-, 2. sepeliv-, 3. sepulto-.
- business, *negotio*, n.
- but, *sed*; *autem* (never begins a sentence.).
- but that, *quin*.
- butcher**, trucidā-, 2. trucidāv-, 3. trucidāto-.
- buy**, em-, 2. ēm-, 3. empto-.
- buy-up**, coem-, 2. coēm-, 3. coempto-.
- by, *a*, *ab* (abl.).
- by-far, *longe*.
- by-night, *noctā*.
- Call**, voca-, 2. vocāv-, 3. vocāto-.
- " (name) die-, 2. dix-, 3. dicto-.
- call-back**, revoca-, 2. revocāv-, 3. revocāto-.
- call-down**, dēvoca-, 2. dēvocāv-, 3. dēvocāto-.
- call-together**, convoca-, 2. convocāv-, 3. convocāto-.
- call-upon**, appella-, 2. appellāv-, 3. appellāto-.
- callu, *pluvio*-.
- camp, *castrō*-, n. pl.
- can, potes-, 2. potu-.
- capture**, cap(i)-, 2. cēp-, 3. capto-.
- Capua, *Capua*-.
- careful, *diligent(i)*-.
- carefully, *diligenter*.
- carry**, porta-, 2. portāv-, 3. portāto-.
- carry-across**, transporta-, 2. transportāv-, 3. transportāto-.
- carry-back**, reporta-, 2. reportāv-, 3. reportāto-.
- carry-down**, dēfer-, 2. dētul-, 3. dēlito-.
- carry-off**, abrip(i)-, 2. abripu-, 3. abrepto-.
- carry-on** (as war), ger-, 2. gess-, 3. gesto-.
- carry-out**, exporta-, 2. exportāv-, 3. exportāto-.
- carry-together**, confer-, 2. contul-, 3. collāto-.
- Carthage, *Carthāgon*-, f.
- cask, *cado*-, m.
- Catiline, *Catilinā*-.
- cattle, *pecus*-.
- cavalry, *equitatu*-.
- cave, *spelunca*-.
- cause, *causa*-.
- celebrate**, nōbilita-, 2. nōbilitāv-, 3. nōbilitāto-.
- centurion, *centuriōn*-.
- certain, *certo*-.
- " some, *quo-dam*.
- change**, mūta-, 2. mūtāv-, 3. mūtāto-.
- charge-forward**, prēcurre-, 2. — or prēcurre-, 3. prēcursō-.
- charge**, *crimen*-.
- charge**, munda-, (*dat.*) 2. mandāv-, 3. mandāto-.
- chariot, *essedo*-, n.
- charioteer, *auriga*-.
- charm, *il'ec-bra*-.
- charm**, dēlecta-, 2. dēlectāv-, 3. dēlectāto-.
- cheat**, fraudā-, 2. fraudāv-, 3. fraudāto-.
- chief, *princep*-.
- chief-power, *principātu*-.
- children, *libero*-, m. pl.
- choice, *voluntāt*-.
- Cicero, *Cicerōn*-.
- circle, *orbi*-, m.
- circumstance, *rē*-.
- citizen, *civi*-, c.
- city, *urb(i)*-, f.
- clear, *perspicuo*-.
- cleur** (*strip*), nūda-, 2. nūdāv-, 3. nūdāto-.

- ntia*.
 2. —“—, 3. ascen-
restiv-, 3. *vestito*-.
 t-, f.
ilo-.
gus-.
 coëg-. 3. *coacto*-.
 ven-, 3. *vento*-.
 onveni-, 2. *convên*-,
 v-.
rio-, n.
ufcto-.
ui-.
 pléb-, f.
unūiler-.
 r-, *re-publica*-.
unction-.
 v-.
et-. c.
 coëg-, 3. *coacto*-.
 3. *questo*-.
 y, conquer, 3. *con*-(i), 2. *perfêc*-, 3.
frction-.
 in-, 2. *composu*-, 3.
 celāv-, 3. *cēlāto*-.
 (abl).
urnu-,
 ia-, 2. *damnāv*-, 3.
 , 2. *dēdux*-, 3. *dē*-
 fasso-.
 ifid- (semi-dep.), 3.
 2. *coërcu*-, 3. *coër*-.
ncentio-, n.
ātula (dat.), 3. *grā*-
 Conon, *Conôn*-.
conquer-, vinc-, 2. *vîc*-, 3. *victo*-.
 conquered, *vinc*-.
 conqueror, *victôr*-.
 conscious, *consciô*-.
consecrate, *con-secra*-, 2. *consecrāv*-,
 3. *consecrātō*-.
 consent, *consensu*-.
consider, *dûc*-, 2. *dux*-, 3. *ducto*-.
console, *consôla*-, 3. *consolātō*-.
 conspiracy, *con-juratiôn*-.
 constant, *constan*-(i)-.
 constrained, *coacto*-.
 consul, *consul*-.
 consulship, *consulātū*-.
 consume, *absûm*-, 2. *absumps*-, 3.
 absumpto-.
content, *dēcerta*-, 2. *dēcertāv*-, 3.
dēcertātō-. *contend*-, 2. —“—,
 3. *contento*-.
 contention, *contentiôn*-.
 contest, *certāmen*-.
continue, *tene*-, 2. *tenn*-, 3. *tento*-.
 continued, *continuātō*-.
contract-with, (give out a contract),
loca-, (dat.) 2. *locāv*-, 3. *locātō*-.
control, *impera*-, (dat.) 2. *imperāv*-,
 3. *imperātō*-.
 Coriolanus, *Coriolāno*-.
 corn, *frāmento*-, *farr*-, n.
 corpse, *cadāver*-, n.
cost, *sta*-, (dat.) 2. *stet*-, 3. *stato*-.
 couch, *cubili*-, n.
 council, *conciliū*-, n.
 counsellor, *advocātō*-.
 count, *cense*-, 2. *censu*-, 3. *censo*-.
 country, *regiôn*-.
 “ (opp. to town), *rās*-, n.
 “ (native), *patria*-.
 cowardice, *ignāvia*-.
 cowardly, *ignāvō*-.
 Crassus, *Crassu*-.
 crime, *sceler*-, *fucinos*-, *flagitiū*-, n.
 cross, *trausi*-, 2. *transiv*-, 3. *tran-*
 sito-.
 crow, *cornic*-, f.
 cruel, *crudeli*-.
 cruelly, *crudeliter*-.

crush, (prop. *blot out*), *dēle-*, 2. *dē-*
lāv-, 3. *dēlīto-*.
cultivate, *col-*, 2. *colu-*, 3. *culto-*.
cultivation, *cultiv-*.
culture, *cultu-*.
cup, *cyatho-* m.
cure, *mede-* (*dat.*), (deponent, only
imperf. tense).
custom, *mōs-* m.
cut-away, *reacid-*, 2. *reacid-*, 3. *re-*
scisso-.
Cyrus, *Cyro-*.

Daily, *quotidiāno*.
danger, *periculo-*, n.
dangerous, *periculōs-*.
dare, *aude-*, 3. *auso-*. (*semi-dep.*)
Darius, *Dario-*.
daughter, *filia-*.
at-dawn, *primā luce*.
day, *di-*, m. also f. in sing.
at-day-break, *primā luce*.
dead, *mortuo-*.
deadly, *mortifero-*.
dear, *cāro-*.
death, *mort(i)-*, f.
deceive, *fall-*, 2. *sefell-*, 3. *falso-*.
declaim, *dēclāma-*, 2. *dēclāmāv-*,
3. *dēclāmāto-*.
declare, *expōu-*, 2. *exposu-*, 3. *ex-*
posito-.
deep, *alto-*.
defend, *dēfend-*, 2. —, 3. *dē-*
fensu-.
defender, *dēfensōr-*.
defile, *angustia-*, pl.
dehuy, *cuncta-*, 3. *cunctāto-*.
delay, *mora-*.
deliberate, *consulta-*, 2. *consultāv-*,
3. *consultāto-*.
delight, *oblecta-*, 2. *oblectāv-*, 3.
oblectāto-.

deliver-up, *trad-*, 2. *tradid-*, 3. *trā-*
dito-.
demand, *postula-*, 2. *postulāv-*, 1.
postulāto-.
demand-back, *repono-*.
Demostheuea, *Dēmōstheni*, (nom.
s. *nīs*).
deny, *nega-*, 2. *negāv-*, 3. *negāto-*.
depart, *discēd-*, 2. *diacess-*, 3. *dis-*
cesso-.
departure, *profection-*.
deposit, *dēpon-*, 2. *dēposu-*, 3. *dē-*
posito-.
depos-it, *dēposito-*, n.
deprive, *spolia-*, 2. *spoliāv-*, 3. *spo-*
liāto-.
desert, *dēser-*, 2. *dēseru-*, 3. *dēser-*
to-.
deserter, *perfuga-*.
deserve, *mere-*, 3. *merito-**
desire, *cup(i)-*, 2. *cupiv-*, 3. *cupito-*.
desire-before, *praeopta-*, (*dat.*) 1.
praeoptāv-, 3. *praeoptāto-*.
desirous, *cupido-*.
despise, *contemn-*, 2. *contemp-*, 3.
contempto-.
destroy, *perd-*, 2. *perdid-*, 3. *per-*
dito-. *extstingu-*, 2. *extstinx-*, 3.
extincto-.
destruction, *perniciē-*, *exilio-*, n.
detain, *dētine-*, 2. *dētinu-*, 3. *dē-*
tento-.
dekr, *dēterre-*, 2. *dēterru-*, 3. *dē-*
territo-.
determine, *constitu-*, 2. —, 3.
constitūto-.
devote, *addic-*, 2. *addix-*, 3. *addic-*
to-.
devour, *vora-*, 2. *vorāv-*, 3. *vorāto-*.
dictator, *dictātor-*.
difference, *discrimen-*.
different, *diverso-*.
difficult, *difficili-*.
difficulty, *difficultat-*.
with difficulty, *aegrē*.

* This verb is also conjugated in the active voice, with 2. *meru-*.

2. fōd-, 3. fōso-.
gravē.
diligentia.
 minu-, 2. —, 3. mi-
 x-, 2. rex-, 3. recto-. dīrig-,
 x-, 3. directo-.
 actions, *passim*.
rector.
 lagueous, *iniquo*.
 dissenti-, 2. dissens-, 3. dis-
 senti-.
incommodo, n.
 inveni-, 2. inven-, 3. in-
 veni-.
 reperi-, 2. repper-, 3. re-
 peri-.
disputātiō.
 fastidi-, 2. fastidiv-, 3. fas-
 tidiv-.
norbo, m.
 ul, *turpi*.
 dimitt-, 2. dimis-, 3. di-
 mitt-.
 displice-, 2. displicu-, 3. dis-
 plicu-.
 dissimula-, 2. dissimu-
 latio-.
 dissimulatio-.
 issenti-, 2. dissens-, 3. dis-
 senti-.
 abes-, 2. abfu-.
 shed, *egregio*, *praeclaro*.
 distribu-, 2. —, 3. distribu-
 tio-.
 sa-.
 vino-.
 a, *Divitiaco*.
 eg-, acto-. fac(i)-, fec-, 3. fec-
 to-.
 a, c.
 bita-, 2. dubitav-, 3. dubi-
 tatio-.
 dubio-.
 n-, 2. trax-, 3. tracto-.
 water), hauri-, 2. haus-,
 haurio-.
 ther, contrah-, 2. contrax-,
 tracto-.
 draw-up, instru-, 2. instrux-, 3. in-
 structo-.
 draw (a sword) deātrīng-, 2. deā-
 trinx-, 3. deātricto-.
 drawn up, *instructo*.
 dread, vere-, 3. verito-.
 drink, bib-, 2. —, 3. bibo-.
 drive, pell-, 2. pepul-, 3. pulso-.
 drive-back, repell-, 2. reppul-, 3. re-
 pulso-.
 drive-out, expell-, 2. expul-, 3. ex-
 pulso-.
 dry, sicca-, 2. siccav-, 3. siccato-.
 Dumnorix, *Dumnorig*.
 duty, *officio*, n.
 dwell-in, incol-, 2. incolu-.
 Each, *quo-que*.
 eagerly, *cupida*.
 eagle, *aquila*.
 earn, mere-, 2. meru-, 3. merito-.
 earnestly, *magno opere*.
 most earnestly, *vehementer*.
 earnestness, *contentiō*.
 earth, *terra*.
 easily, *facile*.
 easy, *facili*.
 eat, ed-, 2. ed-, 3. ēso-.
 educa'e, educa-, 2. educav-, 3. edu-
 catio-.
 effect, effic(i)-, 2. effec-, 3. effecto-.
 effort, *mōlimento*.
 egg, *ovo*, n.
 eighth, *octavo*.
 either, *aut*.
 elder, *maior*.
 elegant, *elegant(i)*.
 elegantly, *polite*.
 element, *elemento*.
 eloquence, *eloquentia*.
 eloquent, *eloquent(i)*.
 else, *alio*, for declens. see § 162.
 embark-on, conscend-, 2. —, 3. con-
 scenso-.
 embassy, *legatiō*.
 emotion, *perturbatiō*.

- empire, *imperio*, n.
 empty, *inani*.
encamp, consid., 2. consid., 3. consid.
encourage, cohorta-, 3. cohortato-.
 end, *fini*-, m. rarely f.
endeavor-, cona-, 3. conato-.
 endowed, *prædito*-.
endure, sustine-, 2. sustinu-, 3. sustenu-.
 enemy (public), *hosti*-, c.
 " (private), *inimico*-, m.
engage, conlig-, 2. conflix-, 3. conflictio-.
 engine, *tormento*-.
enjoy, fru-, (*abl.*), 3. fructo- or fructu-.
 Ennius, *Ennio*-.
 enough, *satis*.
 enraged, *irato*-.
enrol, conscrib-, 2. conscripe-, 3. conscripto-.
enter, subi-, 2. subiv-, 3. subito-.
 ingred(i)-, 3. ingresso-.
entice, pellic(i)-, 2. pellex-, 3. pellecto-.
 entrance, *introitu*-.
enumerate, ennumera-, 2. enumerav-, 3. enumerato-.
envy, iuvide-, (*dat.*) 2. invid-, 3. in viso-.
 envy, *invidia*-.
equal, adaequa-, 2. adaequav-, 3. adaequato-.
 error, *error*-.
 eruption, *eruptio*-.
escape, effug(i)-, 2. effug-.
 especial, *praecipuo*-.
 Evander, *Evandro*-.
 even, *etiam*.
 evening, *vespero*-, m.
 event, *casu*-.
 ever, *unquam*.
 everlasting, *sempiterno*-.
 every, (all), *omni*-.
 " (each), *quo-que*.
 every-day, *quotidie*.
 on-every-side, *undique*.
 every-year, *quotannis*.
 evidence, *iudicio*-, n.
 evil, *malo*-, n.
examine, explora-, 2. explorav-, 3. explorato-.
 specula-, 3. speculato-.
 excellence, *praestantia*-.
 excellent, *excellent(i)*-, *praestant(i)*-.
 excellently, *egregie*.
 except, *nisi*; *præter*, prep. acc.
exchange, commuta-, 2. commutav-, 3. commutato-.
excite, excita-, 2. excitav-, 3. excitato-.
execute, administra-, 2. administrav-, 3. administrato-.
exhort, cohort-, 3. cohortato-.
 exile, *exilio*-, n.
 live-in-exile, *exsula*-, 2. exsulav-, 3. exsulato-.
expect, expecta-, 2. expectav-, 3. expectato-.
 expense, *commedu*-.
expire, expira-, 2. expirav-, 3. expirato-.
 exploit, *facinos*-.
export, exporta-, 2. exportav-, 3. exportato-.
expose, objic(i)-, 2. objec-, 3. objecto-.
express, eloqu-, 3. elocuto-.
 eye, *oculo*-, m.
 Face, *vultu*-.
 fact, *re*-.
 faculty, *facultat*-.
fail, dees- (*dat.*), 2. defu-, defici(i)-, 2. defec-, 3. defecto-.
 fair, *pulcro*-.
 faith, *fide*-.
 faithful, *fideli*-.
 faithless, *infideli*-.
fall-down, decid-, 2. —"
 falling, *caduco*-.
 false, *falso*-.

<i>iecláro-</i>	fixed, <i>certo</i> .
<i>ocul</i>	fi. ttery, <i>assentation</i> .
<i>e, litz.</i>	<i>flee</i> , <i>fug(i)</i> , 2. <i>fug-</i> , 3. <i>fugito</i> .
<i>iculu-</i>	<i>flee-away</i> , <i>aufug(i)</i> , 2. <i>aufüg-</i> .
<i>r.</i>	<i>flee-t</i> , <i>chassi-</i> , <i>f</i> .
<i>w, socero-</i>	flesh, <i>caron-</i> , <i>f</i> . (o left out except in nom. s.)
<i>(dat.)</i> 2. <i>fäv-</i> , 3. <i>fauto-</i>	flight, <i>fuga-</i> .
<i>ecundo-</i>	flock, <i>greg-</i> , <i>m</i> .
<i>metu-</i>	<i>flourish</i> , <i>flöre-</i> , 2. <i>flöru-</i> .
2. <i>timu-</i>	<i>flow-in</i> , <i>inflü-</i> , 2. <i>influx</i> , 3. <i>influxo</i> .
<i>pertinesc-</i> , 2. <i>perti-</i>	flower, <i>flör-</i> .
2. <i>sens</i> , 3. <i>senso-</i>	<i>fly</i> , <i>vola-</i> , 2. <i>voläv-</i> , 3. <i>voläto</i> .
<i>er. commiliton-</i>	<i>fly-away</i> , <i>ävola-</i> , 2. <i>ävoläv-</i> , 3. <i>ävoläto</i> .
<i>o)t-</i>	<i>fly-off</i> , <i>ävola-</i> , 2. <i>ävöläv-</i> , 3. <i>ävöläto</i> .
<i>erpauc-</i>	<i>fly-together</i> , <i>convola-</i> , 2. <i>convöläv-</i> , 3. <i>convöläto</i> .
<i>uctät-</i>	foal, <i>equulo-</i> .
<i>b-</i>	fodder, <i>pabulo-</i> , <i>n</i> .
<i>(i)-</i>	<i>get-fodder</i> , <i>pabula-</i> , 3. <i>päbuläto</i> .
<i>a-</i> , 2. <i>pugnäv-</i> , 3. <i>pug-</i>	<i>follow</i> , <i>sequ-</i> , 3. <i>secüto</i> .
<i>dccerta-</i> , 2. <i>dccertäv-</i> , <i>äto-</i>	<i>follow-closely</i> , <i>subsequ-</i> , 3. <i>subsecüto</i> .
<i>, 2. compläv-</i> , 3. <i>com-</i>	food, <i>cibo-</i> , <i>m</i> .
<i>, 2. repper-</i> , 3. <i>reper-</i>	foolish, <i>stult-</i> .
<i>o-</i> , <i>m</i> .	foolishly, <i>stult-</i> .
<i>e(i)-</i> , 2. <i>confec-</i> , 3. <i>con-</i>	foot, <i>ped-</i> , <i>m</i> . nom. <i>s. päs</i> .
<i>u-</i> , 2. <i>finiv-</i> , 3. <i>finito-</i>	foot-soldier, <i>pedet-</i> .
<i>1.</i>	<i>forbid</i> , <i>veta-</i> , 2. <i>vetu-</i> , 3. <i>vetito</i> .
<i>gration) incendio-</i> , <i>n</i> .	force, <i>vix(i)-</i> , <i>f</i> . irreg.
<i>.</i>	forces, <i>cöpus</i> , <i>pl</i> .
<i>primum</i>	<i>foresee</i> , <i>praevide-</i> , 2. <i>praevid-</i> , 3. <i>praeviso</i> .
3. <i>piscäto-</i>	<i>foretell</i> , <i>praedic-</i> , 2. <i>praedix-</i> , 3. <i>praedict-</i> .
<i>piscälör-</i>	<i>forget</i> , <i>oblisc-</i> , (<i>gen.</i>), 3. <i>oblito</i> .
<i>e.</i>	former, <i>prior-</i> , <i>superiör-</i> .
<i>d, quingento-</i>	" (yonder) <i>illo-</i> .
<i>u-</i> , 2. "—, 3. <i>consti-</i>	formerly, <i>olim</i> .
	<i>forswear</i> , <i>päjera-</i> , 2. <i>päjeräv-</i> , 3. <i>päjeräto</i> .
	fort, <i>castello-</i> , <i>n</i> .
	fortification, <i>münition</i> .
	fortified, <i>müniko</i> .
	<i>fortify</i> , <i>commünit-</i> , 2. <i>commüniv-</i> , 3. <i>commünito</i> .

fortunate, *fortunato*, *felicit*(i)-.

fortune, *fortuna*.

forum, *forum*, n.

foundation, *fundamento*.

four, *quatuor*.

fourth, *quarto*.

free, *liber*o.

frenzy, *furor*o.

friend, *amici*o.

friendship, *amicitia*.

frighten, *terro*o, 2. *terra*o, 3. *terr*o.

frightened, *terrilo*.

from, *a*, *ab* (abl.).

in-front, *adverso*o.

fruit, *fructu*o.

fruitful, *uber*o.

fugitive, *fugitivo*o.

full, *pleno*o.

future, *futuro*o.

Gabii, *Gabio*o, m. pl.

gain-possession-of, *poti*o, (gen. or
abl.) 3. *potito*o.

gait, *incessu*o.

Gallic, *Gallio*o.

game, *ludo*o, m.

garden, *hortu*o, m.

garrison, *praesidio*o, n.

gate, *porta*o.

Gaul (country), *Gallia*o.

Gaul (people), *Gallo*o.

general, *imperator*o.

generally, *perunqua*o.

generosity, *liberalitat*o.

generous, *liberali*o.

German, *Germano*o.

get-together, *compa*o, 2. *compa*o.

gift, *dono*o, n.

girl, *puella*o.

give, *da*o, 2. *ded*o, 3. *dato*o.

give-back, *redd*o, 2. *reddid*o, 3. *red*o.

*ditto*o.

give-up, *prod*o, 2. *prodid*o, 3. *prod*o.

give (thanks), *ag*o, 2. *eg*o, 3. *acto*o.

gladly, *libenter*o.

glory, *gloria*o.

go, *i*o, 2. *iv*o, 3. *ito*o.

go-across, *transi*o, 2. *transiv*o, 3. *transito*o.

go-away, *abi*o, 2. *abiv*o, 3. *abito*o.

go-furcad, *progred*(i)o, 3. *progres*o.

go-out, *excéd*o, 2. *excess*o, 3. *ex*o.

gresso. *egred*o, 3. *egresso*o. *exi*o, 2. *exiv*o, 3. *exito*o.

go-to, *pet*o, 2. *petiv*o, 3. *petito*o.

goat, *capro*o.

God, *deu*o.

gods-below, *infero*o, m. pl.

gold, *auro*o, n.

good, *bono*o.

goods, *bono*o, n. pl.

good-will, *benevolentia*o.

goose, *anser*o, m.

govern, *reg*o, 2. *rex*o, 3. *recto*o. *im*o.

pera. (*du*o), 2. *imperav*o, 3. *im*o.

perato. *gown*o, *toga*o.

gradually, *paulatim*o.

grammar, *grammatica*o.

grant, *conced*o, 2. *concess*o, 3. *con*o.

cesso. *grass*o, *gramen*o.

great, *magnu*o.

greatly, *valde*o.

very-greatly, *maximè*o.

greatness, *magnitudon*o, *amplitu*o.

don. *Greece*o, *Graecia*o.

greedy, *avidu*o.

Greek, *Græcian*o, *Græcio*o.

green, *viridi*o.

grief, *dolor*o.

grieve, *maere*o.

ground, *humu*o, f.

grove, *nemus*o.

guard, *custod*o, o.

guard, *custodi*o, 2. *custodiv*o, 3. *cust*o.

*todito*o.

<i>spel</i> , m.	herald, <i>praecōn</i> .
<i>uo</i> .	Hercules, <i>Herculi</i> , nom. s. <i>Herculis</i> .
	heril, <i>armento</i> .
	here, <i>hic</i> .
	hesitation, <i>dubitation</i> .
<i>mnstūdon</i> .	hide, <i>tergos</i> .
sist-, 2. constit-, 3. consti-	high, <i>altu</i> .
r-, <i>Hamīcar</i> .	on-high, <i>sublime</i> .
<i>anu</i> -. f.	higher, <i>superiōr</i> .
l-, <i>Hannibal</i> .	highest, <i>summo</i> .
accid-, 2. —	hill, <i>colli</i> -, m.
s-, <i>flicitat</i> .	<i>hinder</i> , impedi-, 2. impedi-, 3. im-
<i>edō</i> .	pedito.
contionā-, 3. contionā-	<i>hinder</i> (prevent), prohibe-, 2. pro-
	hibu-, 3. prohibito.
	hither (adj.), <i>citeriōr</i> .
<i>ortu</i> .	hive, <i>alveāri</i> -, n.
<i>ro</i> .	<i>hold</i> , tene-, 2. tenu-, 3. tento.
<i>vix</i> .	have-, 2. habu-, 3. habito.
os-, m. n. s. <i>lepus</i> .	home, <i>domu</i> -, f. irreg.
-to, noce-, (dul.), 2. nocu-	at-home, <i>domi</i> .
ito.	Homer, <i>Homiro</i> .
stinatiōn-	honey, <i>nell</i> -, n.
gi), contend-, 2. — 3.	honor (character) <i>honestat</i> .
ito.	" (glory), <i>decos</i> .
ste, prospera-, 2. prosperāv-	honorable, <i>honesto</i> -. hope, <i>spēs</i> -. hope, <i>spēra</i> -, 2. spērāv-, 3. spērā-
perāto.	to.
prepare quickly), mātūra-	horn, <i>cornu</i> -, n.
tūrāv-, 3. mātūrāto.	horse, <i>equo</i> -. horse-soldier, <i>equet</i> .
<i>raptim</i> .	hostage, <i>obsed</i> -, c.
ilio-, n.	hostile, <i>hostili</i> -. hour, <i>hōra</i> -. house, <i>domu</i> -, f. irreg.
be-, 2. habu-, 3. habito.	how, <i>quōmodo</i> .
pul-, n.	huge, <i>ingent(i)</i> -. human, <i>hāmāno</i> -. humanity, <i>hāmānitāt</i> -. humor, <i>festivitāt</i> -. hundred, <i>centum</i> .
alāt.	hungry, <i>jējāno</i> -. hunt, <i>vēnu</i> -, 3. vēnāto.
ui-, f. nom. s. <i>struēs</i> .	hunter, <i>vēnātōr</i> -. huntress, <i>vēnātrix</i> -. * .
di-, 2. audiv-, 3. audito.	
ulitōr-	
rid-, n.	
lucō-. m.	
iravi-	
ed-, c.	
u-, 2. jūv-, 3. jūto.	
adjūtōr c-	
, <i>Helvetic</i> -, m. pl.	
contine-, 2. continu-, 3.	
nto.	
inc.	
*	

- keep-back, reserva*, 2. *reserväv*, 3. *re-reserväto*.
keep-off, prohibe, 2. *prohibu*, 3. *prohibito*.
keep-possession-of, obtine, 2. *obtinu*, 3. *obtentu*.
keep-silence, tace, 2. *tacu*, 3. *tacito*.
kill, occid, 2. —“—, 3. *occiso*.
kind, benigno.
kindness, beneficio, n., *officio*, n., *gratia*.
king, rég.
kingdom, regno, n.
knee, genu, n.
know, sci, 2. *sciv*, 3. *scito*.
knowledge, scientia.
known, nolo.
- lead-back, reduc*, 2. *reduc*, 3. *re-reduc*.
lead-down, deduc, 2. *deduc*, 3. *deducto*.
lead-out, educ, 2. *educ*, 3. *educto*.
lead-round, circumduc, 2. *circumduc*, 3. *circumducto*.
lead-together, conduc, 2. *conduc*, 3. *conducto*.
lead-up, adduc, 2. *adduc*, 3. *adducto*.
leader, duc, c.
leap-down, desili, 2. *desilu*, 3. *desulto*.
learn, disc, 2. *didic*.
 “ (*ascertain*) *cognosc*, 2. *cognov*, 3. *cognito*.
learned, docto.
learnedly, doctè.
least, (adv), minimè.
leave, relin, 2. *reliqu*, 3. *relict*.
leave-off, omitt, 2. *omis*, 3. *omisso*.
left, sinistro.
legion, legiøn.
Lemmannus, Lemanno.
length (of time), diuturnitat.
Lentulus, Lentulo.
less (adv), minus.
lessen, minu, 2. —“—, 3. *minuto*.
lest, ne.
let-go, dimitt, 2. *dimis*, 3. *dimisso*.
let-slip, omitt, 2. *omis*, 3. *omisso*.
letter, epistola.
level, aequo.
liberty, libertat.
lie, jace, 2. *jacu*, 3. *jacito*.
lieutenant, legato.
life, vita.
light (of weight) lev.
light, luc, f., *lumen*.
like, simili.
line (of march), agmen.
line (of battle), acie.
lion, leøn.
little paulo, n.
 “ (*adv*), *paulo*.
- Labor, labor*.
Lacedaemonian, Lacedaemonio.
lake, lacu.
lament, deplora, 2. *deploräv*, 3. *deploräto*.
land (district), regiøn.
 “ (*the earth*), *tellüs*, f.
 “ (*field*), *agro*, m.
land (troops), expøn, 2. *exposu*, 3. *exposito*.
large, amplo, magno.
last, ultimo, extremo.
late, nuper.
Latin, Latino, in Latin, *Latinè*.
latter, ho.
law, leg, f.
lay aside, depøn, 2. *deposu*, 3. *deposito*.
lay-waste, vasta, 2. *vastäv*, 3. *vastäto*. *depopula*, 3. *depopuläto*.
lead, duc, 2. *duc*, 3. *ducto*.
lead-away, abduc, 2. *abduc*, 3. *abducto*.
lead-across, transduc, 2. *transduc*, 3. *transducto*.

- Name*, *nōmina*-, 2. *nōmināv*-, 3. *nōminatō*-. *dīc*-, 2. *dix*-, 3. *dīc*to-.
narrāle, *narrā*-, 2. *narrāv*-, 3. *narrāto*-.
narrow, *angustō*-.
nation, *gen(t)i*-, f.
nature, *nātūra*-.
navigation, *nāvigation*-.
near, *apud*, acc., *prope*, acc.
be-near, *ader*-, 2. *ndfu*-.
nearest, *proximo*-.
neck, *cervic*-, f.
neglect, *neglig*-, 2. *neglex*-, 3. *neglecto*-.
negligence, *negligentia*-.
negligent, *negligent(i)*-.
neighbor, *finitimo*-.
neighboring, *finitimo*-.
neither, *nec* ; *neque*.
Nero, *Nerōn*-.
net, *reti*-, n.
never, *numquam*-.
nevertheless, *tamen*-.
new, *novo*-.
next, *post-ro*-.
night, *noct(i)*-, f.
nightingale, *lusciniā*-.
no (none), *nullo*-.
no-one, *nēmōn*-, c.
noble, *nōbili*-.
noise, *strepitu*-.
none, *nullo*-.
nor, *nec* ; *neque*.
not, *nōn*-.
not-yet, *nōndūm*-.
note, *vōc*-, f.
nothing, *nihil*-.
novelty, *novitāt*-.
nourish, *al*-, 2. *alu*-, 3. *alito*-.
now, *nunc*, *jam*-.
number, *numero*-, m.
nurse, *nūtric*-.
nymph, *nympha*-.
Obey, *pāro*, (dat.), 2. *pāru*-, 3. *pārīto*-.
object, *recūsā*-, 2. *recūsāv*-, 3. *recūsāto*-.
observe, *animadvert*-, 2. —“— 3. *animadvertō*-.
observe-thoroughly, *perspic(i)*-, 2. *perspex*-, 3. *perspectu*-.
obtain, *ndipisc*-, 3. *adepto*-.
offence, *offensio*-.
officer, *praefecto*-.
offspring, *prōli*-, f. nom. s. *prōlēs*-.
often, *saepe*-.
old, *veles*-.
old-man, *sen*-, nom. s. *senex*-.
old-age, *senectūt*-.
omen, *ōmen*-.
once, *semel*-.
one, *ūno*-. for declens. see § 162.
only, *sōlum*-.
onset, *concurso*-.
open, *aperi*-, 2. *aperu*-, 3. *aperto*-.
open, *aperto*-.
opinion, *opiniōn*-, *sententia*-.
opportunity, *facilitāt*-.
or, *vel* ; *aut* ; *an*-.
orator, *orātōr*-.
oratory, *orātiōn*-.
order, *jube*-, 2. *juss*-, 3. *jusso*-. im-
per-, (dat.), 2. *imperāv*-, 3. *im-
perāto*-.
in-order-that, *ut*-.
Orgetorix, *Orgetorig*-.
other, *aliō*-. see § 162.
“ (of two), *altero*-. see § 162.
otherwise, *secus*-.
our, *nostro*-.
out-of, *ē*, *ex*, (abl.).
be-over, *praees*-, (dat.), 2. *praefu*-.
overcome, *supera*-, 2. *superāv*-, 3. *superāto*-.
overtake, *consequ*-, 3. *consecūto*-.
overthrow, *ēvert*-, 2. —“— 3. *ēver-
so*-.
overwhelm, *opprim*-, 2. *oppress*-, 3. *oppresso*-.
owe, *dēbe*-, 2. *dēbu*-, 3. *dēbito*-.
be-owing-to, *sta*-, 2. *stet*-, 3. *stato*-.
ox, *bov*-, nom. s. *bōs*-.

- reserve, serva*, 2. *servāv*, 3. *servāto*.
press-hard, *prem*, 2. *press*, 3. *presso*.
press-down, *dēprim*, 2. *dēpress*, 3. *dēpresso*.
prety, pulcro.
prevail-with, *permovē*, 2. *permōv*, 3. *permōto*.
price, pretio, n.
pride, superbia.
priest, sacerdot, c.
prison, carcer, m.
prisoner, captivo, m.
private, privato.
proceed-against, *vindica*, 2. *vindicāv*, 3. *vindicāto*.
procure, compara, 2. *comparāv*, 3. *comparāto*.
produce, effic(i), 2. *effēc*, 3. *effecto*.
profit, fructu.
be-profitable, prōdes, (*dat.*), 2. *prōfu*.
prolong, dūc, 2. *dux*, *ducto*.
promise, prōmitt, 2. *prōmis*, 3. *prōmissio*. *pollice*, 3. *pollicito*.
prop, fulci, 2. *fuls*, 3. *fulto*.
prophet, vātī, c. nom. s. *vātīs*.
propose, prōpōn, 2. *prōposu*, 3. *prōposito*.
prosperous, secundo.
prostrate, prostern, 2. *prostrāv*, 3. *prostrāto*.
protection, pruesidio, n.
 " (honor) *fide*.
provide-for, prospic(i), (*dat.*) 2. *prospex*, 3. *prospecto*.
province, prōvincia.
prudent, prudēt(i).
public, publico.
Punic, Pūnico.
punish, pūni, 2. *pūniv*, 3. *pūnito*.
punishment, supplicio, n.
for-the-purpose, causā (after a genit.)
pursue, secta, 3. *sectāto*.
pursuit, studio, n.
push, pell, 2. *pepul*, 3. *pulso*.
push-but, expell, 2. *expul*, 3. *expulso*.
push-to, appell, 2. *appul*, 3. *appulso*.
put, pōn, 2. *posu*, 3. *posito*.
 " (to flight) *da*, 2. *ded*, 3. *dato*.
put-back, repōn, 2. *reposu*, 3. *reposito*.
put-down, dēpōn, 2. *dēposu*, 3. *dēposito*.
put-forth, prōpōn, 2. *prōposu*, 3. *prōposito*.
put-upon, impera, (*dat.*) 2. *imperāv*, 3. *imperāto*.
 Queen, *rēgina*.
 quickly, *celeriter*.
 quickness, *celeritat*.
 Raft, *rati*, f.
raise, toll, 2. *sustul*, 3. *sublāto*.
rampart, vallo, n. also m.
rank, ordon, m.
rarely, rarō.
rash, lemerario.
rashly, lemerē.
rather, potius.
reach, atting, 2. *attig*, 3. *attacto*.
 " (catch) *consequ*, 3. *consecuto*.
read, leg, 2. *lēg*, 3. *lecto*.
reason, ration.
receive, accip(i), 2. *accēp*, 3. *accepto*.
receive-information, cognosc, 2. *cognōv*, 3. *cognito*.
recent, recent(i).
recently, nūper.
recognize, agnosc, 2. *agnōv*, 3. *agnito*.
recollect, reminisc, (*dep. gen.*)

- rule*, guberna-, 2. gubernāv-, 3. gubernāto-.
rumor, rāmōr-.
run, curr-, 2. ecurr-, 3. curso-.
run-down, dēcurr-, 2. — or dē-
 ecurr-, 3. dēcurso-.
run-together, concurr-, 2. — or
 concurr-, 3. concurso-.
run-to-meet, occur- (*dat.*), 2. —, 3. occurso-.
- Sad*, *tristi*.
safe, *salvo*.
safety, *salūt*.
set-sail, solv-, 2. —, 3. solūto-.
sailor, *nauta*.
for-the-sake, *causā* (after *gen.*)
Sallust, *Sallustio*.
sally, *eruptiōn*.
same, *eo-dem*.
to-the-same-place, *eōdem*.
Sardinia, *Sardinia*.
savage, *suevo*.
say, dic-, 2. dix-, 3. dicto-.
scarcely, *vix*.
scatter, sparg-, 2. spars-, 3. sparso-.
school, *schola*.
Scipio, *Scipion*.
scout, *explorator*.
sea, *marī*, n.
sea-coast, *ora-maritima*.
seat, *sedili*, n.
second, *altero*.
secondly, *deinde*.
secretly, *clam*.
secure, confirma-, 2. confirmāv-, 3. confirmāto-.
security, *praesidio*, n.
sedition, *seditiōn*.
see, vide-, 2. vid-, 3. viso-.
see-distinctly, cern-, 2. crēv-, 3. crēto-.
seed, *sēmen*.
seek, quaer-, 2. quaesiv-, 3. quaesito-.
- seek*, (*go to*), pet-, 2. petiv-, 3. petito-.
seem-fit, vide-, 3. viso-.
seize (*snatch*), corrip(i)-, 2. corripu-, 3. correpto-.
seize (*take possession*), occupa-, 2. occupāv-, 3. occupāto-.
select, dēlig-, 2. dēlēg-, 3. dēlecto-.
sell, vend-, 2. vendid-, 3. vendito-.
senate, *senātu*.
senator, *senātor*.
send, mit(i)-, 2. mis-, 3. misso-.
send-across, transmitt-, 2. transmis-, 3. transmissio-.
send-for, arcess-, 2. arcessiv-, 3. arcesso-.
send-forward, praemitt-, 2. praemis-, 3. praemissio-.
send-out, emitt-, 2. emis-, 3. emissio-.
sense, *sensu*.
senseless, *excord*.
separate, sejung-, 2. sejunx-, 3. sejuncto-.
Sequani, *Siquano*, pl.
seriously, *graviter*.
serve-for, inservi- (*dat.*), 2. inserviv-, 3. inservito-.
set-against, oppōn- (*dat.*), 2. opposu-, 3. opposito-.
set-free, libera-, 2. liberāv-, 3. liberāto-.
set-off, excol-, 2. excolu-, 3. excoluto-.
set-out, proficisc-, 3. profecto-.
set-over, praefic(i)- (*dat.*), 2. praefecō-, 3. praefecto-.
set-on-fire, incend-, 2. —, 3. incenso-.
set-up, constitu-, 2. —, 3. constituto-.
setting (*of the sun*), *occasu*.
seventh, *septimo*.
severe, *gravi*.
severely, *graviter*.
shake, quat(i)-, 2. none, 3. quasso-.
shame, *pudor*.
sharp, *acūto*.

- shatter*, afflig-, 2. afflix-, 3. afflic-
to-.
shar, tonde-, 2. totond-, 3. tonso-.
shed, profund-, 2. profund-, 3. pro-
fundo-.
sheep, ovi-, f.
sheep-fold, ovili-, n.
shelter, teg-, 2. tex-, 3. tecto-.
shepherd, pascor-.
shield, clipeo-, m., sculo-, n.
shin, colluce-.
ship, navi-, f.
shore, litos-.
shout, clamor-.
show, monstra-, 2. monstrav-, 3.
monstrato-.
shower, imbri-, m.
shudder, horre-.
shut, claud-, 2. claus-, 3. clauso-.
shut-in, includ-, 2. includs-, 3. includ-
no-.
Sicily, Sicilia-.
Sicilian, Siculo-.
side, lales-.
 " (quarter), part(i)-, f.
on-all-sides, undique-.
siege, oppugnation-.
sight, conspectu-.
signal, signu-, n.
silence, silentio-, n.
silver, argento-.
similar, simili-.
similarity, similitudon-.
sin, peccato-, n.
sin, pecca-, 2. peccav-, 3. peccato-.
since (subjunc.), cum-.
sing, can-, 2. cecin-, 3. canto-.
singular, singulari-.
sink, merg-, 2. mers-, 3. merso-.
sister, soror-.
situated, posito-.
six, sex-.
sixteen, sedecim-.
size, amplitudon-.
skilful, perito-.
skill, peritia-.
skin, peli-, f.
slaughter, cladi-, f. nom. s. clades.
 stragi-, f. nom. s. stragis-.
slave, servo-, m.
be-a-slave, servi-, (dat.) 2. serviv-,
3. servito-.
slavery, servitut-.
slay, occid-, 2. —"—, 3. occiso-.
 interfic(i)-, 2. interfec-, 3. inter-
fecto-.
sleep, somno-, m.
sleep, dormi-, 2. dormiv-, 3. dor-
mito-.
slinger, funditor-.
sllothful, pigro-.
slowness, tarditat-.
small, parvo-.
smoke, fumo-, m.
snake, angui-, c.
snare, insidia-, pl.
snatch, rap(i)-, 2. rapu-, 3. rapt-
o-, sic, tam, ita-.
so-far, tantum-.
so-great, tanto-.
society, societat-.
Socrates, Socrati-, nom. s. Socrates.
soft, molli-.
soften, molli-, 2. molliv-, 3. mollito-.
soldier, milite-.
some, aliquo-.
 " (opp. to "other"), alio-.
 " (certain), quo-dam-.
son, filio-.
son-in-law, genero-.
song, cantu-.
soon, cito-.
as-soon-as, simulatque-.
sorrow, dolor-.
be-sorry, dole-, 2. dolu-, 3. dolito-.
 poenite- (impers.), 2. poenitu-.
soul, animo-, m.
sound, (adj.) sano-.
Spain, Hispania-.
spare, parco- (dat.), 2. peperc-, 3.
parso-.
Sparta, Sparta-.
speak, loqu-, 3. locuto-.
spear, hasta-.
speech, oration-.

- spike, *cuspid.*, f.
 spur, *culār(i)*, n.
 stability, *stabilität*.
 stag, *cervu*, m.
 stand one's-ground, consist-, 2. consist-, 3. constituto-.
 state, *civilat*.
 station oneself, consist-, 2. constit-, 3. constituto-.
 stay, mane-, 2. mans-, 3. manso-,
 still, *etiamnum*.
 sting, *aculo*, m.
 stone, *lapid*, m.
 storm, *hiem.*, f.
 storm (a city), expugna-, 2. expugnā-, 3. expugnato-.
 story (tale), *historia*.
 story (floor), *talulato*.
 strait, *fretu*, n.
 stranger, *hospes*, m., *peregrino*, m.
 strength, *vis(i)*, f. irreg. *rōbor*, n.
 stretch, tend-, 2. tetend-, 3. tento-.
 strictly, *accurate*.
 strip, *orba*-, (*abl.*), 2. orbāv-, 3. orbato-.
 strive, contend-, 2. —“—, 3. contendo-.
 study, stude-, (*dat.*), 2. studu-.
 subdue, subig-, 2. subēg-, 3. subact-.
 submit, obtempera-, (*dat.*), 2. obtemperāv-, 3. obtemperato-.
 succeed, succēd-, (*dat.*), 2. success-, 3. successo-.
 such (of quality), *talē*.
 “ (of size), *tanto*.
 sudden, *repentino*.
 suddenly, *subito*, *repente*.
 suffer, perier-, 2. pertul-, 3. perlato-.
 sufficiently, *satis*.
 suitable, *idoneo*.
 sum-of-money, *pecūnia*.
 sun, *sol*, m.
 sup, coena-, 2. coenāv-, 3. coenato-.
 support, sustine-, 2. sustinu-, 3. sustento-.
 be-sure, confid- (*semi-dep.*), 3. confiso-.
 surpass, antecell-.
 surrender, dēd-, 2. dēdid-, 3. dēditu-.
 surround, cing-, 2. ciux-, 3. ciucito-.
 suspicion, *suspiciōn*.
 sustain, sustine-, 2. sustinu-, 3. sustento-.
 swallow, *hirundo*-, f.
 swan, *cygno*, m.
 sway, tempera-, 2. temperāv-, 3. temperato-.
 sweet, *sūavi*-, *dulci*.
 sweetly, *sūaviter*.
 swift, *veloc(i)*-.
 swim-across, trāna-, 2. trānav-, 3. trānato-.
 sword, *gladio*, m.
 “ (iron), *ferro*, n.
 system, *disciplina*.
 Take, cap(i)-, 2. cēp-, 3. capto-.
 take-away, toll-, 2. sustul-, 3. sublato-.
 take-by-storm, expugna-, 2. expugnā-, 3. expugnato-.
 take-possession-of, occupa-, 2. occupāv-, 3. occupato-.
 take-one's-station, consist-, 2. consist-, 3. constituto-.
 tame, doma-, 2. domu-, 3. domito-.
 tarry, mora-. 3. morāto-.
 tax, *vectigal(i)*-, n.
 teach, doce-, 2. docu-, 3. docto-.
 tear, lacera-, 2. lacerāv-, 3. lacerato-.
 tear-asunder, discind-, 2. discid-, 3. discisso-.
 tear-in-pieces, dirip(i)-, 2. diripu-, 3. direpto-.
 tear-off, dērip(i)-, 2. dēripu-, 3. dērepto-.
 tempest, *tempestāt*.

undertaking, *incepto*-, n.
 uneasy, *solicito*-.
 unencumbered, *expedito*-.
 unexpectedly, *improvisè*-.
 unfortunate, *misero*-.
 unite, conjung-, 2. conjunx-, 3.
 conjuncto-.
 unless, *nisi*-.
 unmusical, *absono*-.
 unskilled, *imperito*-.
 unworthy, *indigno*- (abl.).
 upon (against), *in* (acc.).
 upright, *probo*-.
 urge-on, iucita-, 2. incitāv-, 3. in-
 citāto-. impell-, 2. impul-, 3.
 impulso-.
 use, ūt-, (abl.), 3. ūso-.
 useful, *ūtili*-.
 useless, *inūtili*-.
 utmost, *ultimo*-.
 utter, prōnuntiā-, 2. prōnuntiāv-, 3.
 prōnuntiāto-.

Valor, *virtut*-.
 in-vain, *frustrā*-.
 valley, *valli*-, f.
 valuable, *pretiosò*-.
 verse, *versu*-.
 very-few, *perpaucò*-.
 Vestal, *Vestālī*-.
 Vesuvius, *Vesūvio*-, m.
 cause-vezation, pige-, (*impers.*) 2.
 pigu-, 3. pigito-.
 vice, *vitiò*-, n.
 victorious, *victor*-.
 victory, *victōria*-.
 village, *vico*-, m.
 violence, *vis(s)*-, f. (irreg.).
 Virginius, *Virginio*-.
 virgin, *virgon*-.
 virtue, *virtut*-.
 visit (*with*), affic(i)- 2. affēc-, 3
 affecto-.
 visit (*see*), vis-, 2. —, 3. viso-.

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voice, *voc*-, f.
 Volscian, *Volaco*-.
 Wage, infer-. 2. intul-, 3. illāto-.

wagon, *carro*-, m.
 wait-for, exspecta-, 2. exspectāv-,
 3. exspectāto-.
 wakefulness, *vigiliā*-.
 wall, *mūro*-, m.
 wonder, erra-, 2. errāv-, 3. errāto-.
 vaga-, 3. vagāto-.
 want, desiderā-, 2. desiderāv-, 3
 desiderāto-.
 want, *inopia*-.
 war, *bello*-, n.
 ward-off, defend-, 2. —, 3. dē-
 fensio-.
 warlike, *bellicōso*-.
 warn, mone-, 2. monu-, 3. monito-.
 waste (wear away), ter-, 2. triv-, 3.
 trito-.
 watch, *vigilia*-.
 water, *aqua*-.
 wave, *fluctu*-.
 way, *via*-.
 weak, *imbēcillo*-.
 weakness, *infirmilit*-.
 wealthy, *divet*-.
 wear-away, ter-, 2. triv-, 3. trito-.
 wear-out, confic(i)-, 2. confēc-, 3.
 confecto-.
 weary, fatiga-, 2. fatigāv-, 3. fati-
 gāto-.
 weary, *fesso*-.
 cause-weiriness, taede-, 2. taedu-.
 weep, fle-, 2. flēv-, 3. flēto-.
 weight, *pondes*-.
 what, *quo*-.
 when, *quum*, *quando*-.
 whence, *unde*-.
 where, *ubi*-.
 wherry, *untri*-, f.
 whether, *utrum*-.
 which, *quo*-.
 " (of two), *utro*-.
 ✓

VOCABULARY.

LATIN-ENGLISH.

A. short for Aulo-

ā, ab, abs, (*abl.*), away from, by.

abdūc-, lead away; 2. *abduz-*, 3.

abducto-.

abes-, be away; 2. *alfu-*,

abi-, go-away; 2. *abiv-*, 3. *abito-*.

abig-, drive away; 2. *abég-*, 3.

abacto-.

abjic(i)-, throw away; 2. *abjēc-*, 3.

abjecto-.

abscind-, cut off; 2. *abscid-*, 3. *ab-*
scisso-.

abstine-, keep away; 2. *abstinu-*,

3. *abstento-*.

absent(i)-, absent.

absūm-, consume; 2. *absumps-*, 3.

absumpto-.

absurdo-, absurd.

ac, and.

Acca-, a woman's name.

accēd-, approach; 2. *access-*, 3. *ac-*
cesso-.

accend-, set on fire; 2. —, 3.

accenso-,

accid-, happen; 2. —.

accip(i)-, receive; 2. *accip-*, 3. *ac-*
cepto-.

accurr-, run up to; 2. —, or

accucurr-, 3. *accurso-*.

aciē-, line of battle.

ācri-, keen.

ācritēr-, keenly.

acūto-, sharp.

ad, (*acc.*) to, near to.

adaequa-, be equal to; 2. *adaequāv-*,
3. *adaequāto-*.

add-, add; 2. *addid-*, 3. *addito-*.

addūc-, lead to; 2. *addux-*, 3. *ad-*
ducto-.

ades-, be near; 2. *adfu-*.

adhibe-, apply, invite; 2. *adhību-*,
3. *adhibito-*.

adhortu-, encourage; 3. *adhortāto-*.

adhūc, hitherto.

adi-, go to; 2. *adiv-*, 3. *adito-*.

adim-, take away; 2. *adēm-*, 3.

adempto-.

adīpisc-, gain; 3. *adēpto-*.

aditu-, approach.

adjung-, unite; 2. *adjunz-*, 3. *ad-*
juncto-.

administra-, manage; 2. *adminis-*
trāv-, 3. *administrāto-*.

admira-, wonder-at; 3. *admirāto-*.

admirātiōn-, wonder. [so.]

admitt-, admit; 2. *admīs-*, 3. *admis-*

admodum, exceedingly.

admov-, bring-near; 2. *admōv-*,
3. *admōto-*.

adolesc-, grow up; 2. *adolēv-*, 3.

adulto-.

adopta-, adopt; 2. *adoptāv-*, 3. *ad-*
optāto-.

advri-, attack; 3. *adorto-*.

adstū-, stand near; 2. *adstīb-*.

adveni-, arrive; 2. *advēn-*, 3. *ad-*
ventū-.

adventu-, arrival.

adversārio-, enemy.

adverso-, in-front; adverse.

adversus or *adversum*, (*acc.*)
against.

advoca-, call-up; 2. *advocāv-*, 3.

advocāto-.

- aperto-, open.
 api-, *f. bee.*
 apparātu-, stock; store.
 appare-, appear; 2. *appāru*, 3. *uppārito*.
 appella-, name; 2. *appellāv*, 3. *appellāto*.
 appel-, drive to; 2. *appul*, 3. *appulso*.
 appet-, seek for; 2. *appelliv*, 3. *appellito*.
 appropinqua-, approach; 2. *appropinquāv*, 3. *appropinquāto*.
 apro-, wild-boar.
 aplo-, fil.
 apnd. near, among.
 Apūlia-, *Apulia*.
 aqua-, water.
 aquila-, eagle.
 ara-, plough; 2. *arāv*, 3. *arāto*.
 āra-, altar.
 arbitra-, think; 3. *arbitrāto*.
 arbitrio-, *n. will, choice*.
 arbor-, *f. tree*.
 arc-, keep off; 2. *arcu*.
 arc(i)-, *f. citadel*.
 arcess-, send for; 2. *arcessiv*, 3. *arcessito*.
 Ardea-, a town near Rome.
 arde-, be-on-fire; 2. *ars*, 3. *arso*.
 argento-, silver.
 Argu-, *n. m. in pl. Argos*.
 Arimino-, *n. a town in Umbria*.
 armāto-, armed.
 Armenia-, *Armenia*.
 armento-, herd.
 armilla-, armlet.
 armo-, *n. pl. arms*.
 art(i)-, *f. art*.
 artificioso-, artistic.
 Arunt-, a man's name.
 Arverno-, *m. pl. a Gallic tribe*.
 Ascanio-, the son of Aeneas.
 Asia-, *Asia*.
 asperna-, disdain; 3. *aspernāto*.
 aspid-, *f. viper*.
 assigna-, ascribe; 2. *assignāv*, 3. *assignāto*.
 asylo-, *n. sanctuary*.
 at-, but.
 atque-, and.
 ātroc(i)-, fierce.
 attentē-, attentively.
 alter-, rub, wear-away; 2. *attriv*, 3. *attrito*.
 atting-, touch upon; 2. *attig*, 3. *attacto*.
 attribu-, assign; 2. —, 3. *attribūto*.
 auctōr-, author.
 auctōritāt-, influence.
 audāc(i)-, bold.
 audāciū-, boldness.
 audacter-, boldly.
 aude-, (semi-dep.) dare; 3. *auso*.
 audi-, hear; 2. *audio*, 3. *audito*.
 aufer-, carry-off; 2. *abstul*, 3. *abstulato*.
 aufug(i)-, flee-away; 2. *aufug*.
 auge-, increase; 2. *aux*, 3. *aucto*.
 augurio-, *n. augury*.
 Augusto-, *Augustus*.
 Aulo-, a Roman first name.
 aureo-, golden.
 Aurēlio-, a Roman clan-name.
 auriga-, charioteer.
 auri-, *f. ear*.
 auro-, *n. gold*.
 auspicio-, *n. auspice*.
 aut, either, or.
 autem-, but.
 auxilio-, *n. help, aid*.
 " *pl. auxiliary troops*.
 avāritia-, avarice.
 Aventino-, *Aventine hill*.
 avert-, turn away; 2. —, 3. *avervo*.
 avi-, *f. bird*.
 avo-, grandfather.
 avola-, fly away; 2. *avolāv*, 3. *avolāto*.
 Bacillo-, *n. staff*.
 Baleari-, *Balearic*.
 barbaro-, *m. barbarian*.

bellicoso-, warlike.
 bello-, n. war.
 Bellovaco-, m. pl. a Gallic tribe.
 bene-, well.
 benedictio-, n. kindness.
 benigne-, kindly.
 benigno-, kind.
 bibo-, drink: 2. —.
 biduo-, n. two days' space.
 biennio-, n. two years' space.
 Bithynia-, part of Asia Minor.
 bono-, good.
 bono-, n. pl. goods.
 bov-, c. ox, cow.
 brachio-, n. arm.
 brevi-, short.
 brevi-, in a short time.
 Britannia-, Britain.
 Britanno-, m. pl. Britons.
 Bruto-, Brutus.
 Bruttio-, m. pl. a part of Italy.
 Byzantio-, n. now Constantinople.

C. short for Căio.

Calisto-, n. pl. a town of Pontus.
 cadăver-, n. corpse.
 cal-, fall; 2. cecid-, 3. cāso-.
 cado-, m. cask.
 cadūc-, perishable.
 caed-, tell, slay; 2. cecid-, 3. caeso-.
 caedi-, f. n. s. caedēs, slaughter.
 Căio-, a Roman first name.
 calamităt-, misfortune.
 calcăr(i)-, n. spur.
 cale-, be hot; 2. calu-.
 Camelo-, c. camel.
 Camillo-, a Roman general.
 Campănia-, part of Italy.
 campo-, m. plain.
 canis-, c. dog.
 can-, sing; 2. cecin-, 3. canto-.
 Canna-, pl. a village of Apulia.
 cantu-, song.
 capro-, m. goat.
 capess-, undertake; 2. capessiv-,
 3. cupessito-.

cap(i)-, take; 2. cep-, 3. capto-.
 Capitolio-, Capitol.
 capta-, caught at; 2. captiv-, 3. captato-.
 captiva-, a female prisoner.
 captivo-, m. prisoner.
 Capua-, a city in Campania.
 caput-, n. head; capital; civilrights.
 carcer-, m. pris. n.
 cărităt-, affliction.
 carmen-, song.
 Carnuti-, pl. the Carnutes.
 caru(o)n-, f. flesh.
 car(e)nto-, carriage.
 carp-, pluck; 2. carpo-, 3. carpio-.
 Carra-, pl. a city of Mesopotamia.
 carro-, m. wagon.
 Carthagon-, f. Carthage.
 Carthaginiensi-, Carthaginian.
 căro-, dear.
 castiga-, reprove, chastise; 2. castigat-, 3. castigato-.
 castro-, n. pl. camp.
 casu-, occurrence, misfortune.
 cătēna-, chain.
 Caudina-, of Caudium.
 causa-, law-suit; reason.
 causă-, for the sake. (after a genit.)
 cave-, guard against; 2. cāv-, 3. caulo-.
 cēlu-, conceal; 2. cēlav-, 3. cēlato-.
 celebra-, celebrate; 2. celebrāv-, 3. celebrato-.
 celebri-, crowded; famous.
 celerităt-, quickness.
 celeriter-, quickly.
 celso-, fifty.
 cense-, be of opinion; 2. censu-, 3. censo-.
 censu-, registration.
 centum-, hundred.
 centuriōn-, centurion.
 cern-, see distinctly; 2. crēv-, 3. crito-.
 certāmen-, contest.
 certior- fac(i)-, inform; 2. fec-, 3. facto-.
 cervo-, m. stag.

- other.
 1. food.
 -, pl. a tribe of north-Ger-
 m.
Cineas.
 around; 2. *cinx*-, 3. *cincto*-
 icc), about.
 about.
 (acc.), around.
la-, surround; 2. *circumded*-,
cumdedo-.
lūc-, lead around; 2. *cir*-
luc-, 3. *circumluc*-.
ta-, stand around; 2. *cir*-
let-.
 -, on the hither side.
 m.
 cc.) on this side.
 citizen.
 civil.
 stale.
 num. s. *clādēs*, rout.
 screech.
 -, shout.
 clear, evident, illustrious.
 f. fleet.
 shut; 2. *claus*-, 3. *clauso*-.
 -, a Roman clan-name.
 (i) -, merciful.
 er, mercifully.
 ia-, clemency.
 ra-, a queen of Egypt.
 m. shield.
 sewer.
 n. *Clusium*.
 rt for Cnēio-.
 a Roman first name.
 Cocles.
 -, heavenly.
 s. m. in plur., heaven.
 uity up; 2. *coēm*-, 3. *coēmp*-

 dinner.
 -, begin; 3. *coēpto*-.
 confine; 2. *coērcu*-, 3. *coēr*-
 nstrain; 2. *coērg*-, 3. *coaclo*-.
 ōn-, consideration.
 cognition-, examination.
 cognōmen-, surname.
 cognosc-, learn; 2. *cognōv*-, 3. *cog*-
nito-.
cohibe-, check; 2. *cohibu*-, 3. *co*-
hibeo-.
 cohort(i) -, f. cohort.
 coi-, cultivate; 2. *colu*-, 3. *cultu*-.
 Collatino-, the husband of Lucretia.
colbruda-, praise-highly; 2. *colau*-
diu-, 3. *collaudāu*-.
 collēga-, m. colleague.
 colli-, m. hill.
 collig-, collect; 2. *collēg*-, 3. *collec*-
to-.
 collocu-, place; 2. *collocāv*-, 3. *col*-
locāto-.
 colloqu-, converse with; 3. *collocūto*-.
 colūnu-, colonist.
 combūr-, burn up; 2. *combuss*-, 3.
combusto-.
 comet-, c. companion.
 comite-, accompany; 3. *comitāto*-.
 commemorā-, mention; 2. *com*-
memorāv-, 3. *commemorāto*-.
 commento-, fiction.
 commilitōn-, fellow-soldier.
 comminus, close at hand.
 commit-, commit; commence; 2.
commis-, 3. *commisso*-.
 cominura-, tarry; 3. *cominorāto*-.
 commove-, move, excite; 2. *com*-
mōv-, 3. *commōto*-.
 commūni-, fortify strongly; 2. *com*-
mūnāv-, 3. *commūnīto*-.
 commūni-, common.
 compara-, get together; 2. *com*-
parāv-, 3. *comparāv*-.
 compell-, force, constrain; 2. *com*-
pul-, 3. *compulso*-.
 compensa-, compensate; 2. *com*-
pensāv-, 3. *compensāv*-.
 comperi-, ascertain; 2. *comper*-, 3.
comperto-.
 comple-, fill; 2. *complev*-, 3. *com*-
plēto-.
 complect-, embrace; 3. *complexo*-.
 complūr(i) -, pl. several.

- entine-, keep in; 2. *continū*, 3. *contento*.
 cōtiōn-, assembly.
 contrā, (acc.) against; *opposite*.
 contrādic-, speak against; 2. *contrādic-*, 3. *contrādicto*.
 contrah-, draw together; 2. *contrah-*, 3. *contracto*.
 contrārio-, *contrary*.
 convalesc-, regain health; 2. *convales-*, 3. *convalesco*.
 convell-, pluck up; 2. —, 3. *convulso*.
 conveni-, come together; meet with; 2. *convēn-*, 3. *convento*.
 conventu-, assembly; *assize*.
 convoca-, call together; 2. *convocāv-*, 3. *convocāto*.
 convola-, fly-together; 2. *convolāv-*, 3. *convolāto*.
 cōpia-, pl. *forces*.
 cord-, n. *heart*.
 Corinthio-, *of Corinth*.
 Corintho-, f. a city of Greece.
 Coriolo-, m, pl. a town of Latium.
 • Cornēlio-, a Roman clan-name.
 cornu-, n. *horn*; wing of an army.
 corpus-, *body*.
 corrig-, improve; 2. *correx-*, 3. *correcto*.
 corrup-, corrupt; 2. *corrūp-*, 3. *corrupto*.
 corrupto-, *corrupted*.
 corvo-, m. *raven*.
 oos. short for *consul*, sing.
 ooss. short for *consul*, plur.
 crās, to-morrow.
 crēbro-, frequent.
 crea-, create; elect; 2. *creāv-*, 3. *creāto*.
 cred-, trust, (dat.); believe; 2. *crēdid-*, 3. *crēdito*.
 Cremera-, a river in Etruria.
 crimen-, *charge*.
 crucia-, torture; 2. *cruciāv-*, 3. *cruciāto*.
 cruciātu-, *torment*.
 crudeli-, *cruel*.
 crudeliter, *cruelly*.
 cuba-, lie down; 2. *cubu-*, 3. *cubito*.
 cubili-, n. *couch*.
 cultu-, *culture*.
 cum, (abl.) along with. conj. *both*.
 cumula-, heap up, load; 2. *cumulāv-*, 3. *cumulāto*.
 cunctātiōn-, *delay*.
 cup(i)-, desire; 2. *cupis-*, 3. *cupito*.
 cupidā-, *eagerly*.
 cupiditāt-, *lust, passion*.
 cupido-, *eager*.
 cūra-, *care*.
 cūra-, care for; cure; cause; 2. *cūrāv-*, 3. *cūrāto*.
 Curi-, m. pl. a Sabine town.
 cūria-, ward; senate-house.
 Curiatio-, an Alban family-name.
 curr-, run; 2. *cucurr-*, 3. *curso*.
 curru-, *chariot*.
 cursu-, *running*; course.
 cuspid-, f. *spike*.
 custōd-, c. guard.
 custōdi-, guard; 2. *custōdīv-*, 3. *custōdito*.
 cyatho-, m. *cup*.
 Cynoscephala-, pl. a village in Thessaly.
 Cyzioo-, m. a town in Asia Minor.
 Damna-, condemn; 2. *damnāv-*, 3. *damnāto*.
 da-, give; put; 2. *ded-*, 3. *dato*.
 Dārio-, a name of Persian kings.
 dē, (abl.) down from: about: concerning: agreeably to.
 dē improvīso, unexpectedly.
 dēbe-, owe; 2. *dēbu*, 3. *dēbito*.
 debilitā-, weaken; 2. *debilitāv-*, 3. *debilitāto*.
 dēcēd-, depart; die; 2. *dēcess-*, 3. *dēcesso*.
 decem-, *ten*.
 decemviro-, *decemvir*.

- diligent(i), *diligent, careful*.
 diligenter, *carefully*.
 diligentia, *diligence*.
 dimica, *fight, struggle*; 2. *dīmīcāv*, 3. *dīmīcātō*.
 dimitt, *send different ways*; *dimis*-s; 2. *dimis*, 3. *dīmīssō*.
 dirip(i), *plunder, pillage*; 2. *diripu*, 3. *diriplo*.
 diru-, *demolish*; 2. —, 3. *diru-*to-.
 disced-, *depart*; 2. *discess*-, 3. *discessu*-.
 discind-, *tear asunder*; 2. *discid*-, 3. *discisō*-.
 discipulo-, *m. pupil*.
 disc-, *learn*; 2. *didic*-.
 discrimen-, *difference: hazard*.
 dispōn-, *place at intervals; arrange*; 2. *disposu*-, 3. *dispositō*-.
 disput-, *discuss*; 2. *disputāv*-, 3. *disputatō*-.
 distribu-, *distribute*; 2. —, 3. *distribūtō*-.
 dition-, *dominion*.
 ditior-, *richer*.
 ditissimo-, *richest*.
 diū-, *for a long time*.
 diurno-, *daily*.
 diūtius-, *for a longer time*.
 diūturnitat-, *long duration*.
 diūturno-, *long-lasting*.
 diverso-, *different*.
 divet-, *rich*.
 divid-, *divide*; 2. *divis*-, 3. *divisō*-.
 divino-, *divine*.
 divitia-, *pl. riches*.
 Divitiaco-, *a Gallic chief*.
 doce-, *teach, inform*; 2. *docu*-, 3. *ductō*-.
 doctē-, *learnedly*.
 docto-, *learned*.
 doctōr-, *teacher*.
 doctriua-, *learning*.
 dolo-, *m. craft, trick*.
 dolor-, *pain, grief*.
 domā-, *subdue, tame*; 2. *domu*-, 3. *domitō*-.
 domestico-, *domestic*.
 dominatiōn-, *dominion*.
 dominatric-, *mistress*.
 domino-, *master, lord*.
 domo-, & *domu*-, *f. house*.
 dōna-, *present*; 2. *dōndo*-, 3. *dōnā-*to-.
 donec-, *until*.
 dono-, *n. gift*.
 dormi-, *sleep*; 2. *dormiv*-, 3. *dormitō*-.
 dubita-, *doubt, hesitate*; 2. *dubitav*-, 3. *dubitātō*-.
 dubitatio-, *hesitation*.
 duc-, *c. leader*.
 duc-, *lead; draw out; protract*; *marry (a wife)*; 2. *dux*-, 3. *duc-*to-.
 ducento-, *two hundred*.
 Duillio-, *a Roman clan-name*.
 dulcedon-, *sweetness*.
 dulci-, *sweet*.
 dum-, *while, until*.
 Dumnorig-, *a Gallic chief*.
 duo-, *two (irreg.)*.
 duodecim-, *twelve*.
 duodecimo-, *twelfth*.
 duodētricesimo-, *twenty-eighth*.
 duodēvicesimo-, *eighteenth*.
 duodēviginti-, *eighteen*.
 duplec-, *double*.
 dura-, *last, continue*; 2. *dūrāv*-, 3. *dūrātō*-.
 dūro-, *hard*.
 ē, ex, (*abl.*), *out of, from*.
 Eburōn-, *pl. a Gallic tribe*.
 eoquando-, *when—ever?*
 ed-, *eat*; 2. *ed*-, 3. *ēdō*-.
 edūc-, *lead out*; 2. *ēdux*-, 3. *ēduc-*to-.
 educa-, *bring up; educate*; 2. *educāv*-, 3. *educātō*-.
 effug(i)-, *flee away, escape*; 2. *ef-*fug-.

- explōra-*, examine; 2. *explōrāv-*, *fatiga-*, tire, weary; 2. *fatigav-*,
 3. *explōrātō-*, 3. *fatigātō-*.
explōrātōr-, scout.
expōn-, place out, disembark; 2. *faustulo-*, a man's name.
exposu-, 3. *exposito-*. *faue-*, favor (*dat.*); 2. *fāv-*, 3. *fauto-*.
exportu-, export; 2. *exportāv-*, 3. *favōr-*, good-will.
exportātō-. *feli-*, *f. n. s. felēs*, cat.
expugna-, take by storm; 2. *expug-* *felic(i)-*, happy, fortunate.
nāv-, 3. *expugnātō-*. *fēlicitāt-*, happiness.
exsilio-, n. banishment. *fēliciter*, happily.
expecta-, expect, wait for; 2. *ex-* *fēmīna-*, female, woman.
spectāv-, 3. *expectātō-*. *femor-*, n. thigh.
expectātiōn-, expectation. *fer-*, carry; bear; tell; report; 2.
extingu-, extinguish, destroy; 2. *tul-*, 3. *lātō-*.
extīnxi-, 3. *extinctō-*. *ferāc(i)-*, fruitful.
exsil-, exile. *ferē-*, almost.
exsul-, be in exile; 2. *exsulāv-*, 3. *fero-*, wild.
ersulātō-. *ferōc(i)-*, bold, fierce.
extenuplō, forthwith. *ferro-*, n. iron; sword.
extimesc-, fear greatly; 2. *extimw-* *fesso-*, weary.
extorque-, extort; 2. *extors-*, 3. *ext-* *festō-*, n. festival.
urto-. *fi-*, become; happen; 3. *facto-*. see
extrēmo-, last, outermost. § 237.
fid-, (semi-dep.) trust (*dat.*) 3. *fiso-*.
fidē-, faith; credit; protection; sub-
 jection.
fidēli-, faithful.
fidi-, *f. pl.* musical strings.
figūra-, figure, shape.
filia-, daughter.
filio-, son.
fig-, contrive; 2. *finx-*, 3. *ficto-*.
fin-, finish; 2. *finiv-*, 3. *finiv-*.
fini-, m. rarely *f. end*, limit.
 " m. *pl. territories*.
finitimo-, neighboring.
firma-, strengthen; 2. *firmāv-*, 3.
firmātō-.
firmē, firmly.
flagita-, demand earnestly; 2. *flā-*
gitāv-, 3. *flāgitātō-*.
flagitiōsō-, infamous.
Flāminio-, a Roman clan-name.
flamma-, flame.
flect-, bend; persuade; 2. *flex-*, 3.
flexo-.
flectu-, weeping.
flōrent(i)-, flourishing.
flōs-, m. flower.

- Helvætio-, *pl. the people of Helvætia*,
 (Switzerland).
 hērēd-, *c. heir*.
 Herennio-, *a Samnite general*.
 hiberno-, *n. pl. winter-quarters*.
 hic, *here*.
 hiem-, *f. winter; storm*.
 hiema-, *pass the winter; 2. hiemāv-,*
 3. *hiemāto-*.
 Hierosolymo-, *n. pl. Jerusalem*.
 hinc, *hence; on this side; after*
this.
 hirundon-, *f. swallow*.
 Hispania-, *Spain*.
 ho-, *this; the latter*.
 hodiē, *to-day*.
 homou-, *c. man*.
 honestāt-, *honor; character*.
 honesto-, *honorable*.
 honor-, *respect, honor; high office*.
 honorificē, *honorably*.
 hōra-, *hour; time*.
 Horātio-, *a Roman clan-name*.
 hortio-, *m. garden*.
 hospet-, *m. stranger*.
 hosti-, *c. enemy*.
 hostili-, *hostile*.
 Hostilio-, *a Roman clan-name*.
 hūc, *hither*.
 hūmāno-, *human*.
 hūmectā-, *moisten; 2. hūmectāv-,*
 3. *hūmectāto-*.
 humero-, *m. shoulder*.
 humili-, *low*.
 I-, *go; 2. iv-, 3. i'o-*.
 Ibero-, *the river Ebro, in Spain*.
 ibi, *there*.
 ic-, *strike; ratify; 2. —, 3.*
ict-.
 ictu-, *blow*.
 idoneo-, *suitable*.
 igitur, *therefore*.
 ignāro-, *ignorant*.
 ignāvo-, *idle*.
 igneo-, *fiery*.
 igni-, *m. fire*.
 ignōra-, *be ignorant; 2. ignōrāv-,*
 3. *ignōrāto-*.
 ignōrātiō-, *ignorance*.
 ignosc-, *pardon, (dat.) 2. ignov-, 3.*
ignōto-.
 illo-, *that, yonder; the former*.
 illustri-, *illustrious*.
 imbri-, *m. shower*.
 imitātiō-, *imitation*.
 immāni-, *savage*.
 imminē-, *impend*.
 immortalī-, *immortal*.
 impatient(i)-, *impatient*.
 impedi-, *hinder; 2. impediv-, 3.*
impedito-.
 impedimento-, *pl. baggage*.
 impell-, *impel; 2. impul-, 3. im-*
puls-.
 impende-, *be imminent*.
 impera-, *put upon; command; (dat.)*
 2. *imperāv-, 3. imperāto-*.
 imperāto-, *n. command*.
 imperātōr-, *general*.
 imperātōrio-, *belonging to a general*.
 imperio-, *n. supreme authority; em-*
pire.
 impetu-, *attack*.
 impōn-, *place upon; impose (dat.);*
 2. *imposu-, 3. imposito-*.
 importa-, *import; 2. importāv-, 3.*
importāto-.
 imprim-, *impress; 2. impress-, 3.*
impresso-.
 improba-, *reject; 2. improbāv-, 3.*
improbato-.
 improbo-, *wicked*.
 improvīso-, *unforeseen*.
 imprudent(i)-, *imprudent*.
 impūnitāt-, *impunity*.
 in, *into (acc.), in, on (abl.)*.
 ināni-, *empty; useless*.
 incēd-, *set on fire; 2. —, 3.*
incenso-.
 incendio-, *n. conflagration*.
 incerto-, *uncertain*.

- inveni*, discover, find; 2. *inven-*, *juva-*, aid; 2. *jāv-*, 3. *jato-*.
 3. *invento-*, *juveni-*, young; a youth.
invicem, mutually.
inviso, hated.
ipso-, self, very.
ira-, anger.
irātus, angry.
irride-, laugh at; 2. *irris-*, 3. *irri-*
so-.
isto, that (near you).
ita, thus, so.
Italia, Italy.
Italico, Italian (adj).
Italo, Italian, (noun).
itaque, therefore.
itiner, n. road, march. n. and a. s.
iter.
iterum, a second time.
- Jure*, lie; 2. *jacu-*, 3. *jacito-*.
jac(i)-, throw; 2. *jic-*, 3. *jacto-*.
jacula, hurl; 3. *jaculato-*.
jan, now.
Janiculo, n. a hill on the west side
 of Rome.
jūjūno, hungry.
joco, m. (also n. in pl.) joke, jest.
Jov, Jupiter. n. s. Jūpiter.
jube, bid; 2. *juss-*, 3. *jusso-*.
jūcundo, pleasant.
Jūdaea, Judea.
jūdec, jury-man; judge.
jūdica, judge; 2. *jūdicāv-*, 3. *jūdi-*
cāv-.
jūdicio, n. judgment.
jugo, n. yoke.
Jugurtha, a king of Numidia.
jūmento, beast of burden.
jung, join, unite; 2. *junx-*, 3. *junc-*
to-.
Jūnio, a Roman clan-name.
jūniōr, younger.
jūra, swear; 2. *jūrāv-*, 3. *jūrāto-*.
jūs-, n. right, law.
jussū, by order.
justo, just, upright.
- L. short for *Lācio*.
lāb-, slip, fall; 3. *lapso-*.
Labieno, one of Caesar's officers.
labōr, labor.
labōra-, labor; be afflicted; 2.
labōrāv-, 3. *labōrāv-*.
Lacedaemonio, Lacedaemonian.
lacryma-, tear.
lact, n. milk.
lacu, m. lake.
laeto, joyful.
lapid, m. stone.
luriter, in abundance.
lātē, widely.
lates, side.
Latine, in a Latin way.
Latino, Latin; Latinus.
Latio, n. part of Italy.
lātūdō, breadth.
lāu, broad.
latrātū, a barking.
latrōn, robber.
laud, f. praise.
lauda, praise; 2. *laudāv-*, 3. *lau-*
dāv-.
laudābili, praiseworthy.
Lāvīnia, a woman's name.
Lāvīnio, n. a town of Latium.
lēg, f. law; condition.
leg-, gather; select; read; 2. *lēg-*,
 3. *lecto-*.
lēgatiōn, embassy.
lēgāto, lieutenant; ambassador.
legiōn, legion.
legiōnārio, legionary.
lepos, m. nom. s. *lepus*, hare.
letāli, deadly.
levi, light; insignificant.
libenter, willingly.
libera-, set free; 2. *liberāv-*, 3.
berāv-.

- memoria, *memory*.
 mendico, *m. beggar*.
 Menenio, *a Roman clan-name*. is
 mensi, *m. month*.
 menti(i), *f. mind*.
 mention, *mention*.
 mercator, *merchant*.
 merc-, earn; (*act. and dep.*) 2. me-
 ru-, 3. merito-.
 merg-, sink; 2. mers-, 3. merso-.
 meridiāno, *in mid-day*.
 merito-, *n. merit; kindness*.
 messi, *f. harvest*.
 mēt-, measure; 3. menso-.
 Mētio, *an Alban general*.
 metu-, fear; 2. —, 3. metūto-.
 metu-, fear.
 migrā-, depart; 2. migrāv-, 3. mi-
 grāto-.
 millet-, *soldier*.
 militā-, serve as a soldier; 2. mili-
 tāv-, 3. militāto-.
 militāri-, *military*.
 militia-, *military service*.
 mille (indecl.) *thousand*. milli-, *n. pl.*
thousands.
 milliārio-, *n. milestone*.
 minu-, threaten (*dat.*); 3. mināto-.
 ministro-, *m. servant*.
 minōr-, less, smaller. minus, less.
 minu-, lessen; 2. —, 3. minū-
 to-.
 mira-, admire; 3. mirāto-.
 mirābili-, *admirable*.
 miro-, *wonderful*.
 misce-, mix; 2. miscu-, 3. mixto-.
 misera-, deplore; 3. miserāto-.
 misere-, pity; (*act. and d-p. also*
impers.) 2. miseru-, 3. miserilo-.
 misero-, *wretched*.
 Mithridāti-, *king of Pontus*. n. s.
 —tes.
 miti-, mild.
 mit(i)-, send; 2. mis-, 3. misso-.
 moderāto-, *in due measure*.
 modio-, *m. a measure; peck*.
 modo, *at one time—at another*.
 moeni-, *n. pl. walls*.
 moerōr-, *sorrow*.
 molli-, *flexible; tender*.
 molli-, make mild; 2. molliō-, 3.
 molliōto-.
 mone-, warn, advise; 2. monu-, 3.
 monilo-.
 monstru-, show; 2. monstrāv-, 3.
 monstrāto-.
 mont(i)-, *m. mountain*.
 mora-, delay; 3. morāto-.
 mora-, *delay*.
 morbo-, *m. disease*.
 mor(i)-, die; 3. mortuo-,
 morde-, bite; annoy; 2. momord-,
 3. morso-.
 Morino-, *pl. a Gallic tribe*.
 mort(i)-, *f. death*.
 mortali-, *mortal*.
 mortuo-, *dead*.
 mōs-, *m. custom*.
 Mosa-, *the river Meuse*.
 move-, move; 2. mov-, 3. mōto-.
 mox-, *soon*.
 Mucio-, *a Roman clan-name*.
 muliebri-, *womanish*.
 mulier-, *woman*.
 multa-, punish; fine; 2. multāv-,
 3. multāto-.
 multitudō-, *multitude*.
 multo-, much; many.
 multō, *by much*.
 Mummio-, *a Roman general*.
 mūnes-, *gift*.
 mūni-, fortify; 2. mūnīv-, 3. mūnī-
 to-.
 mūnifico-, *bountiful*.
 mūnitiō-, *fortification*.
 mūnito-, *fortified*.
 murmur-, *n. a murmuring*.
 mūro-, *m. wall*.
 mūla-, change; 2. mūtāv-, 3. mū-
 tāto-.
 Nabi-, (*also Nabid-*) *tyrant of*
Sparta.

- nam, *for*.
 nancisc, *get; find; 3. nacto*.
 narra-, *tell; 2. narrāv, 3. narrā-*
to.
 narrātiō-, *narrative*.
 nasc-, *be born; 3. nato*.
 nātiō-, *nation*.
 nātū, *in birth*.
 nātūra-, *nature*.
 naula-, *sailor*.
 nāvāli-, *naval*.
 nāvi-, *f. ship*.
 nāvicula-, *boat*.
 nāvigātiō-, *voyage*.
 nē, *lest, that—not*.
 nec, *neither, nor*.
 necessari-, *necessary*.
 necesse, *necessary*.
 necessitat-, *necessity*.
 nega-, *deny, refuse; 2. negāv, 3. negāto*.
 negotio-, *n. affair, business*.
 nēmon-, *no one*.
 demos-, *grove*.
 nepōt-, *grandson*.
 Neptūno-, *Neptune, god of the sea*.
 neque, *neither, nor*.
 Nicomēdi-, *king of Bithynia, n. s.*
—dēs.
 nigro-, *black*.
 nihil, *nothing*.
 Nilo-, *the river Nile*.
 nimium, *too much*.
 nisi, *unless*.
 niv-, *f. nom. s. nix, snow*.
 nobili-, *noble*.
 nobilitat-, *nobility*.
 noce-, *harm (dat.); 2. nocu-, 3. no-*
cito.
 noct(i)-, *f. night*.
 noctū, *by night*.
 nocturno-, *nightly*.
 nol-, *be unwilling; 2. nolu-*.
 nōmen-, *name*.
 nōmina-, *name; 2. nōmindv, 3. nōmināto*.
 nōn, *not*.
 nōnāgēsimo-, *ninetieth*.
 nōndum, *not yet*.
 nōnullo-, *some*.
 nōno-, *ninth*.
 nostro-, *our*.
 nota-, *note; observe; 2. notāv, 3. notāto*.
 nōto-, *known*.
 novem, *nine*.
 novissimo-, *rearmost*.
 novo-, *new*.
 nub-, *veil; marry (a husband) (dat); 2. nups-, 3. nupta*.
 nullo-, *none*.
 Numa-, *the second king of Rome*.
 Numantia-, *a city in Spain*.
 Numantino-, *pl. the people of Numantia*.
 nūmen-, *divinity*.
 numero-, *m. number*.
 Numitor-, *Numitor*.
 Numida-, *Numidian*.
 Numidia-, *Numidia*.
 nunc, *now*.
 nuncupa-, *name; 2. nuncupāv, 3. nuncupāto*.
 nunquam, *never*.
 nuntia-, *report; 2. nuntiāv, 3. nuntiāto*.
 nuntio-, *m. messenger; message*.
 nūper, *late*.
 nūtri-, *nourish; 2. nūtriv, 3. nūtrito*.
 nūtric-, *nurse*.
 nympa-, *nymph*.
 Ob, *on account of (acc.)*.
 obēdi-, *obey (dat.); 2. obēdv, 3. obēdīto*.
 obēdient(i)-, *obedient*.
 obequita-, *ride towards; 2. obequitāv, 3. obequitāto*.
 obī-, *go towards; encounter; die; 2. obiv, 3. obīto*.
 obliga-, *bind down; oblige; 2. obligāv, 3. obligāto*.

- oblivisc-*, forget; (*gen.*) 3. *oblito-*.
oblito-, forgetful.
oblivion-, forgetfulness.
obru-, overwhelm; 2. —, 3. *obru-*.
obsecra-, beseech; 2. *obsecrāv-*, 3. *obsecrāto-*.
obsed-, c. *hostage*.
obside-, blockade; 2. *obsēd-*, 3. *obsesso-*.
obsidiōn-, siege.
obtempera-, comply with (*dat.*); 2. *obtemperāv-*, 3. *obtemperāto-*.
obtesta-, conjure; 3. *obtestāto-*.
obtime-, retain; gain; prevail; 2. *obtinu-*, 3. *obtinēto-*.
obviān-, in the way.
occasiōn-, fit occasion.
occid-, kill; 2. —, 3. *occiso-*.
occultu-, conceal; 2. *occultāv-*, 3. *occultāto-*.
occultē, s. *crelly*.
occupa-, seize; take possession of; 2. *occupāv-*, 3. *occupāto-*.
occur-, run to meet, meet (*dat.*); 2. —, or *occurr-*, 3. *occurso-*.
oceano-, m. *ocean*.
Octāviāno-, the first Roman emperor.
octāvo-, eighth.
octingento-, eight hundred.
octō, eight.
octōgintā, eighty.
octōgēsimo-, eightieth.
oculo-, m. *eye*.
2. *od-*, hate.
odio-, n. *hatred*.
offer-, offer; 2. *obtul-*, 3. *oblato-*.
officio-, n. *duty*.
olim, in yonder time; formerly.
ōmen-, omen.
omit-, leave off; 2. *omīs-*, 3. *omis-*.
so-.
omni-, all.
omniū-, wholly.
ouerario-, fit for burden.
ones-, burden.
op-, f. *power*; in plur. *wealth*.
- opes-*, work.
opinion-, opinion.
oppidanō-, townsman.
oppido-, n. *town*.
oppōn-, set against (*dat.*); 2. *opposu-*, 3. *oppositu-*.
opportūno-, opportune, suitable.
opprim-, overwhelm; 2. *oppress-*, 3. *oppresso-*.
oppugna-, assault; 2. *oppugnāv-*, 3. *oppugnāto-*.
oppugnatiōn-, storming.
opta-, desire; 2. *optāv-*, 3. *optāto-*.
optimo-, best.
optiōn-, choice.
ōra-, coast.
ōra-, pray; 2. *ōrāv-*, 3. *ōrāto-*.
ōratiōn-, speech.
ōrātōr-, orator.
orbi-, m. *world*.
ordina-, arrange; 2. *ordināv-*, 3. *ordināto-*.
ordon-, m. *row, rank*.
Orgetorig-, a Helvetian chief.
ori-, arise; 3. *orto-*.
Orient-, m. *the East*.
orna-, adorn; 2. *ornāv-*, 3. *ornāto-*.
ornāmento-, ornament.
ostend-, point out, show; 2. —, 3. *ostenso-* or *ostenso-*.
Ostia-, a town at the mouth of the *Tiber*.
ostio-, n. *entrance*; *mouth*.
ōtiōso-, disengaged, idle.
ovi-, f. *sheep*.
ovili-, n. *sheepfold*.
ōvo-, n. *egg*.
- P.* short for *Publio*.
pābulo-, n. *fodder*.
pāc-, f. *peace*.
Pado-, the river *Po*.
paene, almost.
paenula-, cloak.
pāgo-, m. *canton, district*.
pāni-, m. *bread*.
Papirio-, a Roman clan-name.

- perrump**, burst through; 2. **perrup-**
rūp, 3. **perrupto**.
Perseo, a king of Macedonia.
persequ, pursue; 3. **persecūto**.
perspic(i), observe thoroughly; 2.
perspect, 3. **perspecto**.
persuāde, persuade (*dat.*); 2. **per-**
suās, 3. **persuāso**.
perterre, alarm; 2. **perterru**, 3.
perterrilo.
perterrīto, alarmed.
pertimesc, fear greatly; 2. **pertimu**.
pertinācia, obstinacy.
perturba, disturb; 2. **perturbāv**,
 3. **perturbāto**.
pervenī, reach; 2. **pervēn**, 3. **per-**
venio.
pet, go to: seek; beg; 2. **petiv**,
 3. **petilo**.
Pharsālo, *f.* a city in Thessaly.
Philippo, a king of Macedonia.
Philippo, *m. pl.* a city of Macce-
 donia.
philosophia, philosophy.
philosopho, *m.* philosopher.
Picēno, *n.* Picenum, a part of Italy.
Picent(i), *pl.* the people of Picenum.
pietāt, piety.
pigro, slothful.
pileo, *m. cap.*
pilo, *n.* javelin.
ping, paint; 2. **pinx**, 3. **picto**.
pirāta, pirate.
piscātōr, fisherman.
plācu, appease; subdue; 2. **plā-**
cāv, 3. **placāto**.
plūce, please (*dat.*); be deter-
 mined; 2. **placu**, 3. **placilo**.
placito, calm, peaceful.
plēb, *f.* the common people.
plēro-que, *pl.* most men.
plērumque, generally.
plūrimo, very many.
plūs, more; several.
poena, punishment.
Poenō, Carthaginian.
poēta, poet.
poli, polish; 2. **poliv**, 3. **polilo**.
police, promise; 3. **pollicito**.
ponpa, procession.
Pompēio, a Roman general.
pōu, place; 2. **posu**, 3. **pōito**.
pōdes, weight; importance.
pōnt(i), *m.* bridge.
Pōntio, a Samnite general.
Pōnto, *m.* a country of Asia Minor.
popula, lay waste; 3. **populāto**.
populo, *m.* people.
Porēna, a king of Etruria.
porta, gate.
portu, carry; 2. **portāv**, 3. **por-**
tāto.
portend, foretell; 2. —“—, 3. **por-**
tento.
portu, harbor.
posc, demand; 2. **poposc**.
posside, possess; 2. **possid**, 3. **pos-**
cesso.
post, after, behind. (*acc.*)
postea, afterwards.
posthabe, esteem less; 2. **posthabu**,
 3. **posthabito**.
postquam, after that.
postero, next.
postero, *m. pl.* posterity.
postreimo, last.
postulu, demand; 2. **postulāv**, 3.
postulāto.
Postumio, a Roman clan-name.
ptes, be able; 2. **potu**.
potent(i), powerful.
potēstāt, power.
poti, become master of, (*gen. or*
abl.); 3. **potilo**.
potius, rather.
potissimum, chiefly.
prae, before (*abl.*).
praecuto, pointed at one end.
praebe, offer; furnish; exhibit; 2.
praebu, 3. **praebito**.
praeced, go before; 2. **praecess**,
 3. **praecesso**.
praecepto, *n.* instruction.
praeceptōr, teacher.
praecip(i), teach; command; 2.
praecip, 3. **praeccepto**.

- praecipita*, cast headlong; 2. *praecipitā*, 3. *praecipitatio*.
praecipuo, especially, chief.
praeclearē, excellently.
praeda, booty.
praedica, declare aloud; 2. *praedicā*, 3. *praedicatio*.
praeco, be over (*dat.*); 2. *praefu*.
praefecto, commander.
praefert, bear in front; prefer; 2. *praeful*, 3. *praefulatio*.
praeficit, place over (*dat.*); 2. *praefic*, 3. *praeficatio*.
praemium, n. reward.
praemitt, send before; 2. *praemis*, 3. *praemissio*.
praeparatio, preparation.
praepōn, place over (*dat.*); 2. *praeposui*, 3. *praepositio*.
praerupto, abrupt.
praesidio, n. protection; garrison; fort.
praesta, show; furnish; 2. *praestit*, 3. *praestitio*.
praestant(i), excellent.
praeter, beyond, beside (*acc.*).
praeteri, pass by; 2. *praeteriv*, 3. *praeteritio*.
praeterquam, except.
praetor, *pi* actor, judge.
praetorio, of praetorian rank.
praevide, see beforehand; 2. *praevid*, 3. *praevisio*.
prāto, n. meadow.
prāvo, depraved.
prec, *f.* *prayer*.
prem, press; 2. *press*, 3. *presso*.
pretio, n. price.
pretioso, valuable.
primo, first.
primum, firstly.
quam primum, as soon as possible.
princep, chief.
principatu, first place.
prius, before.
priusquam, sooner than.
privato, private.
prō, before, instead of, on account of (*abl.*).
probe, well.
probitat, integrity.
probu, upright.
prōcēd, go forward; 2. *proce*, 3. *proce*.
proclivi, prone.
proconsul, *proconsul*.
procul, at a distance.
prōcūra, attend to; 2. *prōcūrā*, 3. *prōcūrā*.
prōd, give up, betray; 2. *prōdid*, 3. *prōditio*.
prōdis, be profitable to (*dat.*); 2. *prōfu*.
prōdi, go forward; 2. *prōdiv*, 3. *prōditio*.
prodigio, n. prodigy.
prōditōr, traitor.
prōduc, lead forth; 2. *prōdux*, 3. *prōductio*.
praelio, n. battle.
proficisc, set out, march; 3. *profectu*.
profug(i), flee away; 2. *profug*.
progre, go forward, advance; 3. *progre*.
prohibe, keep off; check; 2. *prohibu*, 3. *prohibitio*.
prōli, *f. nom. s.* *prōlēs*, offspring.
prōmitt, promise; 2. *prōmis*, 3. *prōmissio*.
prōmontōrio, n. headland.
propaga, propagate; extend; 2. *propagā*, 3. *propagatio*.
propera, hasten; 2. *properā*, 3. *properatio*.
propōn, set forth, propose; 2. *proposui*, 3. *propositio*.
propter, near; on account of (*acc.*).
proscrib - *proscribe*; 3. *proscrips*, 3. *proscriptio*.
prōsequ, pursue, follow; 3. *prōseculo*.
prosperē, prosperously.
prospic(i), provide for (*dat.*); 2. *prospex*, 3. *prospectio*.

- protrah-*, protract, defer; 2. *prō-*
trah-, 3. *protracto-*.
provincia-, province.
provoca-, challenge; 2. *provocāv-*,
 3. *provocātō-*.
provocātiō-, a challenge.
proximo-, nearest, next.
prudēt(i)-, prudent.
prudētēr-, prudently.
prudēntia-, prudence.
publico-, public.
Publicola-, a man's name. prop.
people's friend.
Publio-, a Roman first name.
pule- (impers.), cause shame; 2.
pudu-, 3. *pudīto-*.
puella-, girl.
puerili-, boyish.
pueritia-, boyhood.
puero-, boy.
pugna-, battle.
pugna-, fight; 2. *pugnāv-*, 3. *pug-*
nātō-.
pulcrā-, beautifully.
pulcro-, beautiful.
pūni-, punish; 2. *pūnīv-*, 3. *pūni-*
to-.
Pūnico-, Carthaginian.
pūpillo-, a ward.
puta-, suppose; 2. *putāv-*, 3. *putā-*
to-.
Pydna-, a city in Macedonia.
Pyrenaeo-, m. pl. the Pyrenees.
Pyrrho-, a king of Epirus.

Q. short for Quinto-.
quadrāgēsimo-, fortieth.
quadrāgintā-, forty.
quadrīngentēsimo-, four-hundredth.
quaer-, seek; 2. *quaesiv-*, 3. *quae-*
sitō-.
quaestōr-, quaestor.
quāli-, of what kind, as.
quam, how; as; than.
quamdiū, as long as.
quanquam, although.
- quanto-*, how great; as.
quārē, wherefore.
quarto-, fourth.
quasi, as if.
quat(i)-, shake; 2. none; 3. *quas-*
so-.
quātuor, four.
quātuordecim, fourteen.
que (enclit.), and.
quer-, complain; 3. *questo-*.
quia, because.
quidem, indeed.
quīet-, f. rest.
quīetō, quiet.
Quinctio-, a Roman clan-name.
quīndecim, fifteen.
quīngentēsimo-, five-hundredth.
quīngento-, five hundred.
quīnquāgēsimo-, fiftieth.
quīnquāginta, fifty.
quīnque, five.
quīnto-, fifth.
Quinto-, a Roman first name.
quīntō, for the fifth time.
Quirit(i)-, m. Roman.
quō, whither; by how much.
quo-, who, what.
quōcumque, whithersoever.
quod, because.
quo-dam, certain; some.
quo-nam, who? which?
quo-quā, any single one.
quōmodo, how.
quondam, formerly.
quo-que, each.
quoque, also.
quot, how many.
quotannis, every year.
quotidiē, daily.
quum, when; since.
- Rāmo-*, m. bough.
rap(i)-, seize; 2. *rapu-*, 3. *raptō-*.
rapido-, rapid.
raptim, hastily.

- rapitor**, robber.
rat, *f. bad*.
re-, thing, circumstance; *event*.
rebella, renew war; 2. **rebellā-**, 3. **rebellā-**.
reced, retire; 2. **recess**, 3. **recesso**.
recent(i), recent, fresh.
receptu, retreat.
recep(i), take back; betake; receive; 2. **rec p**, 3. **recepto**.
recognosc, call to mind; 2. **recognis**, 3. **recognisito**.
recrea, refresh; 2. **recreāv**, 3. **recreāto**.
recte, rightly.
redd, give back; render; 2. **reddid**, 3. **reddidit**.
red-, return; 3. **redir**, 3. **redito**.
redig, reduce; 2. **redig**, 3. **redactio**.
redim, buy back; 2. **redēm**, 3. **redemptio**.
redūc, lead back; 2. **reduz**, 3. **reducto**.
refer, bring back; requite; report; 2. **retul**, 3. **retulit**.
refic(i), repair; 2. **refec**, 3. **refectio**.
reflu, flow back; 2. **reflux**, 3. **refluxo**.
refug(i), flee back; 2. **refūg**.
rey, rule; 2. **rex**, 3. **rextor**.
rex, king.
regina, queen.
regio, royal.
region, country; district.
regna, reign; 2. **regnāv**, 3. **regnāto**.
regno, *n. kingdom*; reign.
regred(i), step back; retire; 3. **regressor**.
Rēgulo, a Roman general.
rej(i), throw back; 2. **rejet**, 3. **rejection**.
religion, religion.
reliquo, leave behind; 2. **reliq**, 3. **relictio**.
reliquia, *pl. remnant*.
reliquo, remaining.
remane, remain behind; 2. **remans**, 3. **remanso**.
Remus, brother of Romulus.
Rēno, *pl. a people of Gaul*.
rēno, *m. oar*.
remove, remove; 2. **remōv**, 3. **remoto**.
renova, renew; 2. **renovāv**, 3. **renovāto**.
renuntia, bring word back; 2. **renuntiāv**, 3. **renuntiāto**.
repara, repair, refit; renew; 2. **reparāv**, 3. **reparāto**.
repell, thrust back; 2. **repul**, 3. **repulso**.
repente, suddenly.
repentino, sudden.
reple, fill; 2. **replēv**, 3. **replēto**.
repōn, put back; 2. **reponv**, 3. **repositio**.
reporta, carry back; 2. **reportāv**, 3. **reportāto**.
repre, demand back.
republica, the state.
repudia, divorce; 2. **repudiāv**, 3. **repudiāto**.
repulso, driven back.
resarci, mend; 2. none, 3. **resarto**.
rescind, break down; 2. **rescid**, 3. **rescindit**.
resist, stand still; resist (*dat.*); 2. **resist**, 3. **resistit**.
responde, answer (*dat.*); 2. **respond**, 3. **responsio**.
responso, *n. answer*.
restitu, restore; 2. —, 3. **restitutio**.
retin, *ret.*
retine, hold back, keep; 2. **retinu**, 3. **retento**.
revent, come back; 2. **revin**, 3. **revento**.
reverentia, reverence.
revert, return; 2. —, 3. **reverso**.
Rhēno, Rhine.

- Rhodano-, *Rhone*.
 ripa-, *bank*.
 rōbor-, *n. oak; strength*.
 roga-, *ask*; 2. *rogāv-*, 3. *rogālo-*.
 Rōma-, *Rome*.
 Rōmāno-, *Roman*.
 Rōmulo-, *the founder of Rome*.
 ru(m)p-, *burst; break*; 2. *rūp-*, 3. *rūpo-*.
 ru-, *rush*; 2. —, 3. *ruilo-*, or *ruto-*.
 rursus-, *again*.
 rūs-, *n. the country*.
 rustico-, *rural*.
- Sabino-, *pl. an Italian tribe*.
 sacerdot-, *c. priest*.
 sacra-, *n. sacrifice*.
 saepe-, *often*.
 saevi-, *act cruelly*; 2. *saevio-*, 3. *saevito-*.
 saevo-, *cruel, savage*.
 sagittario-, *archer*.
 Saguntino-, *pl. the people of Saguntum*.
 Sagunto-, *n. a town in Spain*.
 salūt-, *safety*.
 salūta-, *pay one's respects to*; 2. *salūtāv-*, 3. *salūtāto-*.
 Samni(i)-, *pl. an Italian tribe*.
 sānā-, *in truth*.
 sanguis-, *m. nom. s. sanguis, blood*.
 sāno-, *sound*.
 sap(i)-, *be wise*; 2. *sapiv-*.
 sapient(i)-, *wise*.
 Sardinia-, *the island of Sardinia*.
 sautlet-, *c. life-guard*.
 sati-, *enough*.
 Satoruo-, *a heathen god*.
 saucio-, *wounded; damaged*.
 saxo-, *n. rock*.
 Scaevola-, *a man's name. prop. left-handed*.
 scelerāto-, *polluted*.
 sceles-, *crime*.
 scelesto-, *vicious*.
- schola-, *school*.
 sci-, *know*; 2. *scīn-*, 3. *scito-*.
 scientia-, *knowledge*.
 Scipio-, *a Roman family name*.
 scrib-, *write*; 2. *scrips-*, 3. *scripto-*.
 scriba-, *m. secretary*.
 scāto-, *n. shield*.
 sē-, *him (her, it) self, themselves*.
 sēdē-, *withdraw*; 2. *secess-*, 3. *sēcesso-*.
 secundo-, *second; favorable*.
 sed-, *but*.
 sede-, *sit*; 2. *sēd-*, 3. *sesto-*.
 sēdecim-, *sixteen*.
 sēli-, *f. nom. s. sēdēs, seat; home*.
 sedili-, *n. seat*.
 sēdition-, *insurrection*.
 Seleucia-, *a city of Syria*.
 semper-, *always*.
 sen-, *nom. s. senex, old man*.
 Sēna-, *a town in the N. E. of Italy*.
 senātor-, *senator*.
 senātu-, *senate*.
 senectūt-, *old age*.
 sententia-, *opinion*.
 senti-, *feel; perceive*; 2. *sens-*, 3. *sensio-*.
 sēparātīm-, *separately*.
 sepeli-, *bury*; 2. *sepelio-*, 3. *sepulto-*.
 septem-, *seven*.
 septimo-, *seventh*.
 septingentesimo-, *seven hundredth*.
 septuāgesimo-, *seventieth*.
 septuāgintā-, *seventy*.
 sequi-, *follow*; 3. *secūto-*.
 Siquano-, *pl. a Gallic tribe*.
 sermōn-, *discourse*.
 Sertōrio-, *a Roman commander*.
 serva-, *keep*; 2. *servāv-*, 3. *servāto-*.
 servi-, *be a slave*; 2. *serviv-*, 3. *servitō-*.
 Servio-, *the sixth king of Rome*.
 servitūt-, *slavery*.
 servo-, *m. slave*.
 sēsē-, *a strengthened form of sē, acc.*
 sex-, *six*.
 sexāgesimo-, *sixtieth*.

- sexaginta, sixty.
 sexcentesimo, six hundredth.
 sexto, sixth.
 si, if.
 sic, so, thus.
 siccus, dry up; 2. siccat, 3. siccatō.
 siccus, dry.
 Sicilia, Sicily.
 Siculus, Sicilian.
 sicut, just as.
 significus, intimate; 2. significat, 3. significatō.
 signus, n. sign; standard.
 silva, wood.
 similis, like.
 similitudo, likeness.
 simul, at the same time.
 simulac, as soon as.
 sine, without (abl.).
 singulari, single; extraordinary.
 sinistro, on the left hand; unlucky.
 Siren, f. Siren, n. a. Siren.
 sitis, be thirsty; 2. sitis, 3. sitis.
 socero, father-in-law.
 sociali, social.
 societas, alliance.
 socio, ally.
 sol, m. the sun.
 sole-, (semi-dep.), be accustomed; 3. solito.
 solo, alone.
 solum, only.
 solv-, loose; set sail; 2. —, 3. soluto.
 somnio, n. dream.
 sono, m. sound.
 soror, sister. [name.
 Sp. short for Spurio, a Roman first
 spatium, n. space; course.
 spes, hope.
 spectus, view; appearance.
 spectat, be a spectator of; 2. spectat, 3. spectatō.
 spelunca, cave.
 spēs, hope; 2. spērav, 3. spēratō.
 spern-, despise; 2. spērv-, 3. spērto.
 spolia, plunder; 2. spoliav-, 3. spoliato.
 spolio, n. spoil.
 sponde-, engage, promise; 2. spond-, 3. sponso.
 stas, stand; cost; 2. stet, 3. stato.
 statim, immediately.
 station-, outpost, guard.
 statu-, set up; resolve; 2. —, 3. statuto.
 statua-, statue.
 sterili-, barren.
 stern-, strew, spread; 2. strāv-, 3. strato.
 stipet-, m. s'ake, pole.
 stipendio-, n. pay for service.
 strangula-, strangle; 2. strangulav-, 3. strangulato.
 strenue, actively.
 strenuo-, active.
 strepitu-, noise.
 stride-, roar, creak; 2. strid-, strui-, f. nom. a. struēs, heap.
 stude-, be eager; pay attention to (dat.); 2. studu-.
 studio-, n. zeal, study.
 stultē, foolishly.
 stultus, foolish.
 stupēfac(i)-, astound; 2. stupefic-, 3. stupefactus.
 suade-, advise (dat.); 2. suās-, 3. suaso.
 suāvi-, sweet.
 sub, under.
 subdolo-, crafty.
 subduc-, withdraw; 2. subdux-, 3. subducto.
 subes-, be near; 2. subfu-.
 subi-, go under, enter; 2. subiv-, 3. subitū.
 subig-, subdue; 2. subeg-, 3. subacto.
 subsidium, n. succor.
 subveni-, succor (dat.); 2. subven-, 3. subvento.
 successor-, successor.
 succēd-, succeed to (dat.); 2. success-, 3. successo.
 succumb-, give way; 2. succubu-, 3. succubito.

Sulla-, a Roman general.
 sūm-, take; 2. *sumps-*, 3. *sumplo-*.
 summo-, highest.
 suo-, his (*her, its, their*) own.
 super-, above, acc. or abl.
 superbia-, pride.
 superbo-, proud.
 superior-, higher; former.
 supera-, overcome; 2, *superāv-*, 3. *superāv-*.
superes-, be above; remain; survive (*dat.*); 2. *superfu-*.
 superstition-, superstition.
 superveni-, come upon; 2. *super-vēn-*, 3. *supervenio-*.
 supplicio-, n. punishment.
 suppon-, put beneath; 2. *supposu-*, 3. *supposu-*.
 suscipi(-), undertake; receive; 2. *suscep-*, 3. *suscep-*.
 sustine-, sustain; 2. *sustinu-*, 3. *sustenlo-*.
 Syphac-, a king of Numidia.
 Syracusa-, pl. *Syracuse*.
 Syriaco-, Syrian.

T. short for Tito.
 tabula-, plank; picture.
 tabulato-, n. floor.
 talento-, n. talent.
 tāli-, such.
 tam-, so.
 tamdiū-, so long a time.
 tamen-, nevertheless, yet.
 tandem-, at length.
 ta(n)g-, touch; 2. *letig-*, 3. *tacto-*.
 tanto-, so great, so much.
 tantum-, only.
 tantummodo-, only.
 tarditat-, slowness.
 Tarentino-, of Tarentum.
 Tarento-, n. a city in the S. of Italy.
 Tarpeia-, a woman's name.
 Tarpēio-mont-, the hill of the Capitol.
 Tarquinio-, the name of two Roman kings.

Tauro-, m. a mountain range in Asia Minor.
 tecto-, n. roof.
 teg-, cover; 2. *tex-*, 3. *lecto-*.
 tēlo-, n. missile.
 temere-, rashly.
 tempestāt-, time; age; storm.
 templo-, n. temple.
 tempos-, time.
 tend-, stretch; 2. *tēnd-*, 3. *tēnto-* or *tēnto-*.
 tene-, hold; 2. *tenu-*, 3. *tēnto-*.
 tenero-, tender.
 tenta-, try; examine; 2. *tēntāv-*, 3. *tēntāv-*.
 tenui-, thin.
 Terentio-, a Roman clan-name.
 tergū-, n. back.
 tergus-, hide.
 termino-, m. boundary; end.
 terno-, three apiece.
 terra-, earth; land.
 terre-, frighten; 2. *terru-*, 3. *terri-* to-.
 terrestri-, earthly.
 territōrio-, n. territory.
 terrōr-, fear, alarm.
 tertio-, third.
 testamento-, a will.
 testi-, c. witness.
 Thessalia-, a part of northern Greece.
 Teutono-, pl. a tribe of Germans.
 Tiberi-, the river Tiber.
 tibicen-, m. flute-player.
 Ticīno-, the river Ticino.
 Tigrāni-, a king of Armenia. n. s. -nēs.
 time-, fear; 2. *timu-*.
 timido-, timid.
 timōr-, fear.
 Tito-, a Roman first name.
 toga-, robe.
 toll-, raise up; 2. *sustul-*, 3. *sublā-* to-.
 tonā-, thunder; 2. *tonu-*, 3. *tonitō-*.
 tonde-, shear; 2. *tōnd-*, 3. *tonso-*.
 tonitru-, m. thunder.
 tormento-, military engine.

- torqui-, c. collar.
 tot, so many.
 totus, whole.
 trab-, f. beam.
 tracta-, treat; 2. tractā-, 3. tractāto.
 trad-, deliver up; relate; 2. tradid-, 3. tradidit.
 traduc-, lead across; pass; 2. tradux-, 3. traduxit.
 trah-, draw; protract; 2. trax-, 3. traxit.
 trajici-, transport; cross; 2. trajec-, 3. trajecit.
 trans, across (acc.)
 transfer-, carry across; 2. transtul-, 3. transtulit.
 transfig-, pierce; 2. transfix-, 3. transfixit.
 transiug-, c. deserter.
 transigred(i)-, go across; 3. transgresso.
 transi-, go across; 2. transiv-, 3. transivit.
 transig-, spend, finish; 2. transig-, 3. transigit.
 transili-, leap across; 2. transiliv-, or transiliv-.
 transmarinus-, beyond sea.
 transmitt-, send across; 2. transmiss-, 3. transmissio.
 transna-, swim across; 2. transnā-, 3. transnāto.
 transporta-, carry across; 2. transportā-, 3. transportāto.
 Transimēnus, m. a lake in N. Italy.
 Trebia, a river in N. Italy.
 trecentesimo-, three hundredth.
 trecenti-, three hundred.
 tredecim, thirteen.
 trepidā-, be alarmed; 2. trepidā-, 3. trepidito.
 trepidi-, full of alarm.
 Treviri-, pl. a German tribe.
 tri-, three.
 tribu-, bestow; 2. —, 3. tribu-
 to.
 tribūno-, m. tribune.
 tribūto-, n. tribute.
 tricésimo-, thirtieth.
 triduo-, n. space of three days.
 trigemino-, three born at a birth.
 triginta-, thirty.
 trino-, in sets of three.
 triquetra-, triangular.
 tristi-, sad.
 triumpha-, triumph; 2. triumphā-, 3. triumphāto.
 triumpho-, m. triumph.
 Truja-, Truj.
 Trjāno-, Trojan.
 truc-, fi-roc.
 tue-, look at; defend; 3. tulit- or tulit.
 Tullio-, a Roman clan-name.
 Tullio-, the second king of Rome.
 tum, then; conj. and also.
 tumulo-, mound; knob.
 tumultu-, uproar.
 tuo-, thy, your.
 turbi-, confuse, alarm; 2. turbā-, 3. turbāto.
 turma-, troop.
 turpi-, ugly; disgraceful.
 turpiter, basely.
 turpitudin-, disgrace.
 turri-, f. tower.
 Tuscia-, Etruria.
 Tusculo-, n. a town of Latium.
 tūto-, safe.
 tūtōr-, guardian.
 tyrauno-, tyrant.
 ūber-, n. breast; fertility.
 ubi, when; where.
 Ubio-, pl. a Gallic tribe.
 ubique, everywhere.
 ulisc-, avenge; punish; 3. ulto.
 ullo-, any single.
 ulterior-, further.
 ultimo-, furthest, last.
 ultrā-, beyond (acc.).
 ultrō-, beyond; spontaneously.

umbrōso-, *shady*.
 ūnā-, *together*.
 unda-, *wave*.
 unde-, *whence*.
 undecim-, *eleven*.
 undēnonāgēsimo-, *eighty-ninth*.
 undēquinquāgintā-, *forty-nine*.
 undēvicesimo-, *twenty-ninth*.
 undēvicesimo-, *nineteenth*.
 undique-, *from (on) all sides*.
 ungui-, *n. nail, claw, talon*.
 ūniverso-, *whole, all together*.
 ūno-, *one*.
 unquam-, *ever*.
 urb(i)-, *f. city; Rome*.
 urbāno-, *belonging to the city*.
 usque-, *continually*.
 ut-, *as, when; in order that; so that*.
 utraque-, *sum, how or other*.
 ūt- help oneself, use (*abl.*); 3. ūso-.
 ūtili-, *useful*.
 ūtilitāt-, *profit*.
 utrinque-, *on both sides*.
 utroque-, *both; each*.
 utrum-, *whether*.
 uxōr-, *wife*.

 Vacuo-, *unoccupied*.
 vado-, *n. should water*.
 vaga-, *wander about; 3. vagato-*.
 vāgiti-, *wailing, cry*.
 valdē-, *very much*.
 Valerio-, *a Roman clan-name*.
 valētūdōn-, *health*.
 valli-, *f. valley*.
 vallo-, *n. (also m.) rampart*.
 variē-, *variously*.
 vario-, *various, diverse*.
 vasto-, *lay waste; 2. vastāv-, 3. vastāto-*.
 vāti-, *c. nom. s. vātēs, prophet*.
 vectigāl(i)-, *n. tax*.
 vehementer-, *greatly*.

veh-, *carry; 2. vez-, 3. vecto-*.
 Vēien(i)-, or Vēientāno-, *pl. the people of Veii*.
 vel-, *either, or*.
 vėlōc(i)-, *sw. ft.*.
 vēnātor-, *hunter*.
 vend-, *sell; 2. vendid-, 3. vendito-*.
 venēno-, *n. poison*.
 Veneto-, *pl. a German tribe*.
 vent-, *come; 2. vēn-, 3. vento-*.
 ventr-, *m. belly*.
 vento-, *m. wind*.
 verbera-, *strike, whip; 2. verberāv-, 3. verberāto-*.
 verbo-, *n. word*.
 vēro-, *true*.
 Vērōna-, *a city of N. Italy*.
 versa-, *turn often; 2. verāv-, 3. versāto-*.
 versu-, *line*.
 vert-, *turn; 2. —, 3. verso*.
 vesper or vespere-, *m. evening*.
 Vesta-, *a heathen goddess*.
 Vestālī-, *Vestal, consecrated to Vesta*.
 vesti-, *f. garment*.
 vesti-, *clothe; 2. vestiv-, 3. vestito-*.
 vestimenta-, *clothing*.
 vestro-, *y. mur.*.
 veta-, *forbid; 2. vetu-, 3. vetito-*.
 vetes-, *old*.
 Vetūrio-, *a Roman clan-name*.
 via-, *way, road*.
 viātōr-, *traveller*.
 vicesimo-, *twentieth*.
 vico-, *m. village*.
 victōr-, *conqueror*.
 victōria-, *victory*.
 victo-, *conquered*.
 vide-, *see; appear; 2. vid-, 3. viso-*.
 vige-, *flourish; 2. vigu-*.
 vigilia-, *watch*.
 vīginti-, *twenty*.
 vic-, *conquer; prevail; 2. vic-, 3. victo-*.
 vinci-, *bind; 2. vinx-, 3. vincto-*.
 vincto-, *bound*.
 vinculo-, *n. bond, chain*.
 vindec-, *c. defender*.

vindica, *avenge*; proceed against;
2. *vindicāv*, 3. *vindicāto*.

vino-, *n. wine*.

violā-, *violate, outrage*; 2. *violāv*,
3. *violāto*.

viridi-, *green*.

virga-, *twig, rod*.

Virginio-, *a Roman clan-name*.

virgon-, *virgin*.

viro-, *man*.

virtūt-, *manliness*; *virtue*.

vis(i)-, *f. (irreg.) force; strength; a
large quantity*.

vita-, *life*.

vitā-, *avoid*; 2. *vitāv*, 3. *vitāto*.

vitio-, *n. fault, vice*.

viv-, *live*; 2. *vix*, 3. *victo*.

vivo-, *living*.

vix-, *scarcely*.

voc-, *f. voice*.

voca-, *call*; 2. *vocāv*, 3. *vocāto*.

vol-, *wish, be willing*; 2. *votu*-.

Voleco-, *pl. a Latin tribe*.

voluceri-, *c. bird*.

Volumnia-, *a woman's name*.

voluntāt-, *will; choice*.

voluptāt-, *pleasure*.

vora-, *devour*; 2. *vorāv*, 3. *vorāto*.

vulnera-, *wound*; 2. *vulnerāv*, 3.

vulnerāto.

vulnerāto-, *wounded*.

vulnes-, *wound*.

vultu-, *face*.

Xanthippo-, *a Spartan commander*.

Zama-, *a village of Numidia*.

CORRIGENDA.

- p. 24, line 11 from bottom; *for* 15 *read* 16.
 p. 47, vocab.; *for* deprive *read* deliver.
 p. 55, line 4 from bottom; *for* 206 *read* 204.
 p. 123, sent. 7 of ex. 165; *for* quōmodō *read* quōmodo.
 p. 140, line 4 of ex. 191; *for* sun-set *read* sun set.
 Last line of ex. 191; *for* in-one-day *read* in-one day.
 p. 143, line 7 from bottom; *for* 2d and 3d *read* 1st and 2d.
 p. 177, line 12 from top; *for* ferrēris *read* ferrēria.
 p. 193, line 6 from top; *for* nisi *read* nisi.

REGULAR LATIN CONJUGATIONS.

Passive person-endings.

<i>Sing.</i>			<i>Plur.</i>		
1	2	3	1	2	3
or	-ris or -re	-tur	-mur	-mini	-ntur
"	"	"	"	"	"
"	"	"	"	"	untur
"	eris or ere	itur	imur	imini	"
r	-ris or -re	-tur	-mur	-mini	-ntur
"	"	"	"	"	"
"	"	"	"	"	"
"	"	"	"	"	"
or	eris or ere	itur	imur	imini	untur
"	"	"	"	"	"
r	-ris or -re	-tur	-mur	-mini	-ntur
"	"	"	"	"	"

Passive person-endings.

[illegible]

Passive person-endings.

<i>Sing.</i>			<i>Plur.</i>		
2		3	2		3
-re			-mini		
"			"		
"			"		
ere			imini		
-tor		-tor			ntor
"		"			"
"		"			untor
itor		itor			"

NOTE.—The perfect tenses of all verbs being made alike, a single example will suffice.

Passive: made with the 3d stem.

amātus, or amāta, or amātum	<i>Sing.</i>			amāti, or amātae, or amāta	<i>Plur.</i>		
	1	2	3		1	2	3
	sum	es	est		sumus	estis	sunt
	eram	erās	erat		erāmus	erātis	erant
	ero	eris	erit		erimus	eritis	erunt
	sim	sīs	sit		sīmus	sītis	sint
	essem	essēs	esset		essēmus	essētis	essent

Passive.

-rī

"

"

ī

3 amāto-

amāto-esse

amātum īrī

3d stem.

The preceding synopsis of the conjugation of the regular Latin verb is inserted here more with a view of assisting teachers readily to make themselves masters of the system of the book, than for the sake of pupils, who will, it is hoped, have learned thoroughly all these facts in their proper places. It may, however, be convenient for them too, to see all the parts of the verb here put together.

It is to be understood that endings preceded by a dash, as -re, make the stem-vowel, to which they are attached, long.



en 18.











